

# ATHLETIC

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Coaching Backfield  
Fundamentals

Leo Calland

Physical Education and the  
Economy Wave

W. H. Browne

Principal Changes in the  
Football Rules for 1933

Walter R. Okeson

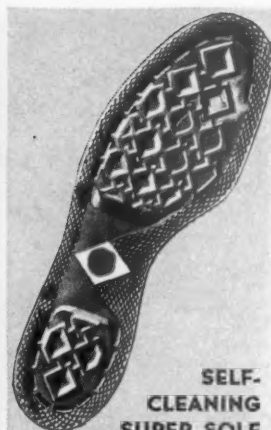
# JOURNAL

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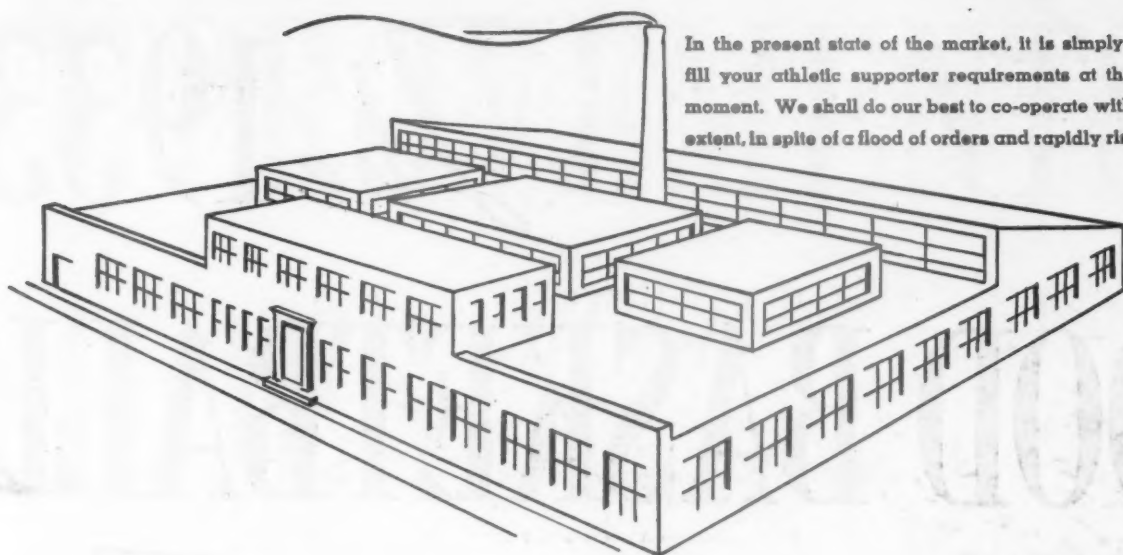


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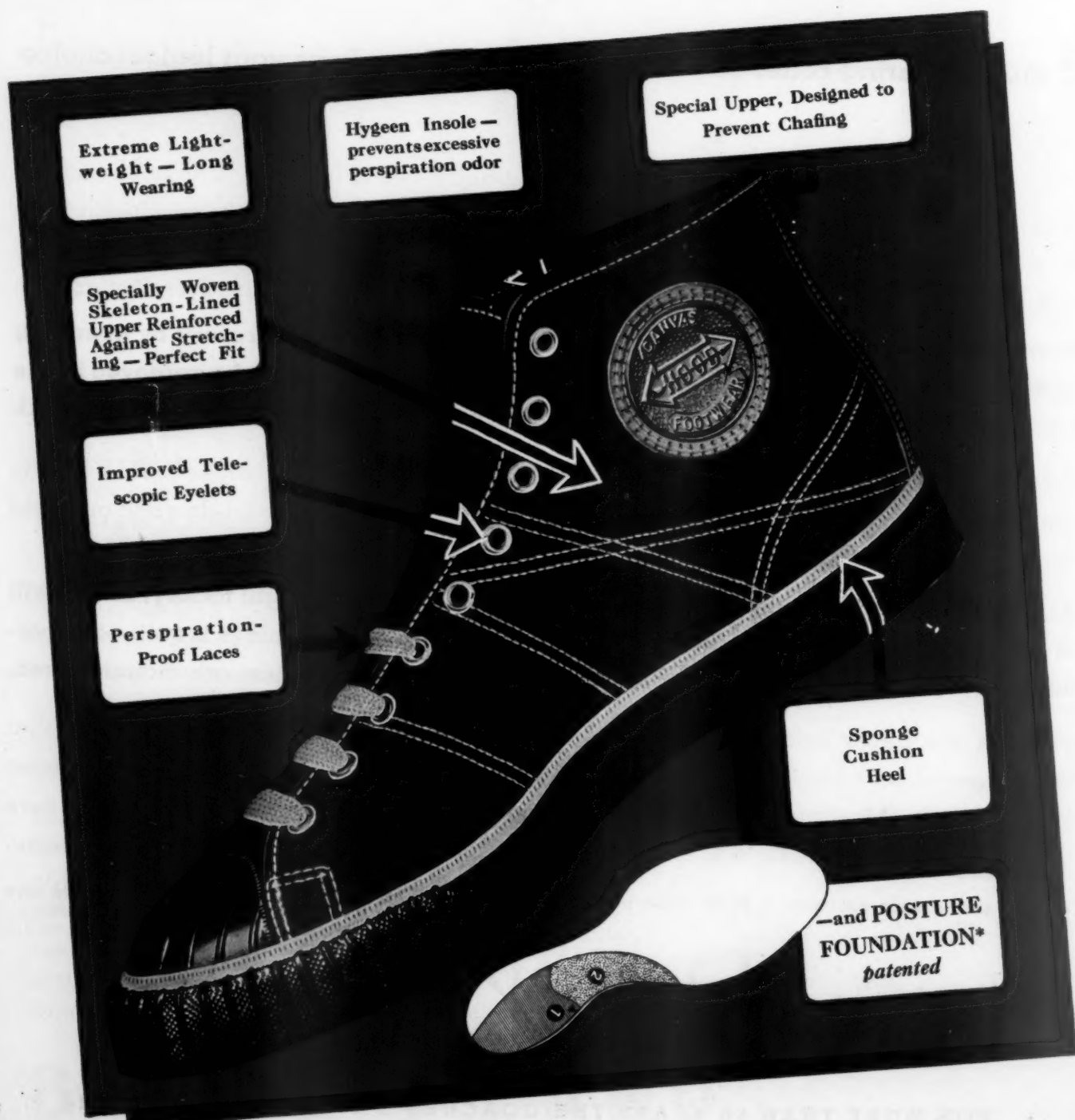
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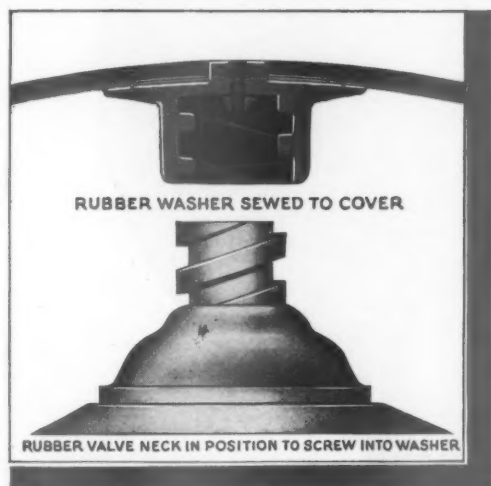
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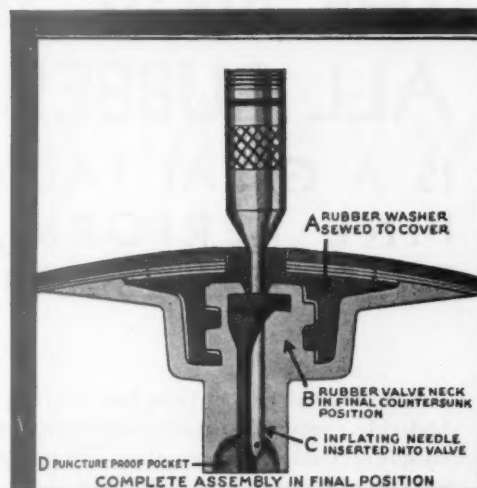
The second illustration shows the complete assembly in final position. Note the rubber valve neck (light gray) which comes to the



level of the bladder, and the bladder itself which is flush with the casing, all working parts inside.

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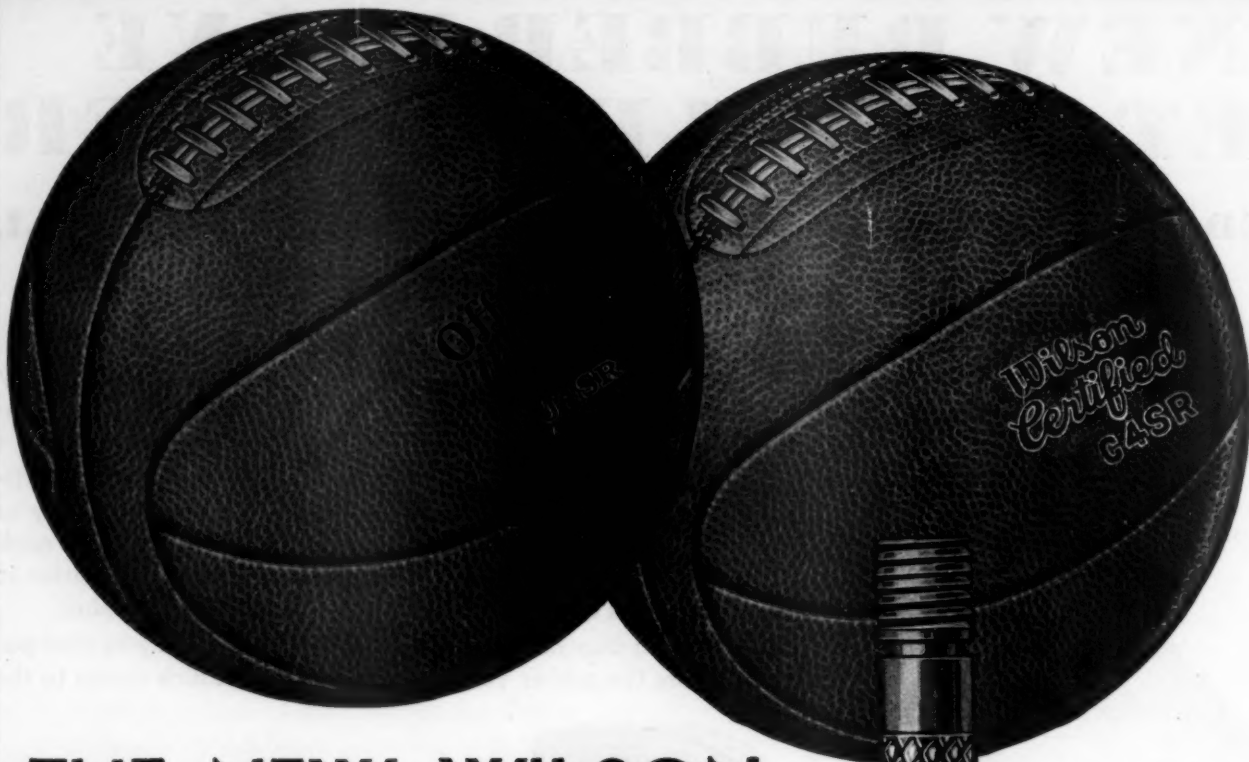
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# Observations After Watching Two Teams of All-Stars

By James D. Kelly

Head Football Coach, DePaul University

THE All-Star football game played in Chicago on August 24th was of interest from several angles. In the first place, more than 50,000 persons paid the admission price to see the game. Most of the athletic events that have been staged on Soldiers' Field since the opening of the Century of Progress Exposition have attracted very meager crowds. August is not a football month and then, too, crowds of 50,000 spectators these days are not so common as they once were.

This game perhaps demonstrated that people have not lost their love for football, and since the game was well publicized by the press and well attended it may be that the public will this year become football conscious earlier than is usually the case.

The unrestricted pass behind the line of scrimmage was given a test in this game. It was not, however, given a fair trial, because most of the passes were made by passers when they were retreating instead of advancing. The East team worked the pass successfully once in the following manner: The tail back received the ball from center and dashed toward the line faking a buck, and then passed over the

center for a short pass to an end.

A running optional pass, without doubt, would be more effective if the passer were not restricted by a 5-yard zone than it is under the present rule; however, this play was not perfected for the All-Star game.

Another innovation tried was that of having two umpires. The two umpires stood on opposite sides along the line of scrimmage. This in effect meant that there were two head line-men instead of two umpires. It goes without saying that the best place for an official to detect holding in the line is from a position back of the defensive line instead of from a position on the line of scrimmage. This plan will probably not be universally adopted. At the same time it is worth while trying out new ideas such as this one.

The East team, coached by Dick Hanley and composed principally of players from the central part of the United States, used the Warner double wing-back system and with superior passers and pass receivers made its passing attack very effective. When a coach is blessed with backs who can pass and ends who can catch passes, together with a fullback who can make effective thrusts into the line, the

double wing-back offense is as good as any. Its weakness especially where the ends play close is in the fact that the defense can turn the attackers in toward the center of the line.

Howard Jones, coach of the West team, which was composed chiefly of Pacific Coast players, used his famous huddle. His final formation is very much like the one that he perfected when he was at the University of Iowa and which he has used with great success at the University of Southern California. The two rear backs are often very nearly on a line. With loose ends, this offense has the tendency to spread the defense, making runs inside and outside of tackle effective. In this game the West adhered rather rigidly to a driving attack.

For the last fifteen years, Jones has shown a fondness for a running pass to a blocking back. This play was worked successfully in the game in question.

Much has been written about the University of Southern California huddle. From a spectators' standpoint, it involves a very beautiful bit of maneuvering on the part of the players. It is used in such a way as to disguise the positions of the

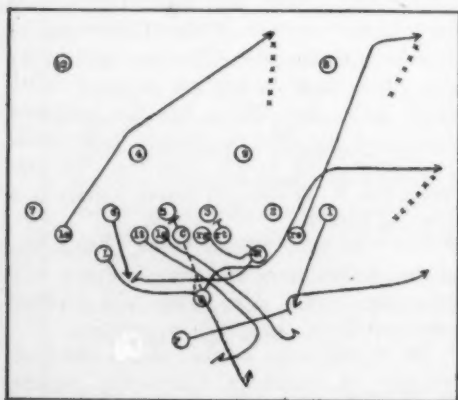
blockers until they take their final positions previous to the snapping of the ball.

Both East and West teams for the most part used a 6-3-2 defense, shifting to other formations as occasion demanded.

The wisdom of the Football Rules Committee in adopting the side line rule was apparent as the game progressed. Football will be a more interesting game this year as a result of this rule.

The All-Star game was of great interest to coaches and brought up many points that should help them in the coming season. It tended to show that even a squad of All-Americans would have a hard time getting along without a competent coach. This was brought out early in the game, for Dick Hanley, who was hard-pressed for time in preparing his team, had to take a few things for granted. One of these was that all the great backs that he had assembled would be able to block long enough for the punters to get the ball away. Some of these players, however, were only ball-carriers on their own teams, and consequently the West team blocked three of the East's kicks in the first half. One of these resulted in a touchdown, and the other two put the West in a scoring position; but each time the great East line held. This lack of blocking, which was corrected at the half, and a few bad passes from the center, which were excusable on account of the glare of the lights, were some of the few misplays chalked up against the East team.

The West team was guilty of several errors in judgment. In the first half when it had the East players back inside their 30-yard line, the West elected to quick-kick on three occasions, and each time the ball went over the goal line for touchbacks. This gave the West a 10-yard average on the three kicks. The West's kicking would have been more successful if the kicker had dropped back and kicked out-of-bounds. The East team had more success with the quick-kick after the first one was blocked when Horstman attempted to kick from too close to the line. He then got his team out of a hole by

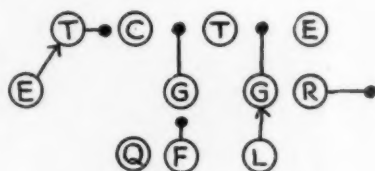


*A Hanley double reverse and pass. Left half after taking ball from right half goes deep and passes to left end, right end, or quarter. Blocking and protecting passer are as shown*

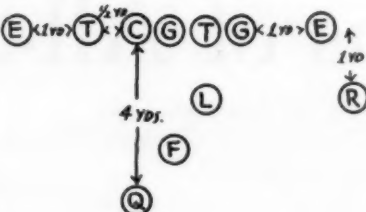
#### FIRST POSITION AND FIRST SHIFT



#### SECOND POSITION AND SECOND SHIFT



#### FINAL FORMATION



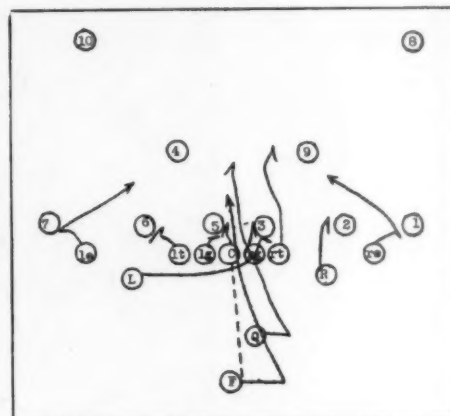
#### *The Jones Revolving Huddle (Men take first position from any huddle)*

kicking from a position farther back and making a gain of 65 yards, the ball being downed on the West's 5-yard line.

After the East team had scored its second touchdown with but five minutes left to play, the West chose to kick off and thus sacrificed most of its chances to win or tie. However, if the coaches had had another week in which to work with their squads, these few mistakes might have been eliminated.

The East squad outweighed and slightly outclassed the West, and the game went just about in accordance with the material. Harry Newman proved that a team can be truly great only when it has some wonderful backs. His passing and running furnished the thrills to make the game a fine exhibition of football, which otherwise would have been just another game. Gil Berry of Illinois, Horstman of Purdue, Pug Rentner of Northwestern, Ronzani of Marquette and the whole East

line played fine ball. The West with a smaller number of good backs and about one real line was unable to make either its running or passing attack function except in short spurts.



*A Hanley quick cutback over middle. Center leads F to right with pass. F fakes to right 2 steps and then cuts back between C and RG. Q fakes to right also and leads F through, watching for 4. LH helps RG take No. 3 out. RT must block No. 9 as indicated. Ends block momentarily as indicated and then go for secondary*

The West eleven had two chances to score in the first quarter. Dave Nesbit blocked Fesler's first punt, and Tay Brown recovered on the East's 23-yard line. When the West failed to gain, Johnny Baker tried a place-kick from the 32-yard line on fourth down, but missed. The West's second chance came shortly after, when Horstman, quick-kicking from a position directly behind the East's line, had his punt blocked. Ernie Smith recovered for the West on the 19-yard line. After a penalty which set the West back 15 yards, Gus Shaver attempted a long pass, which was intercepted by Jim Purvis on his 11-yard line.

Then came Horstman's quick-kick which sailed over the head of Schaldach, the West's safety man, and rested on the West's 5-yard line. Shaver's punt out was downed on the West's 26-yard line. Gil Berry of the East eleven passed to Frank Baker for 8 yards and then threw a lateral to Horstman for 13 yards more. On the fourth down, Horstman plunged over from the 5-yard line for the East's first touchdown. Jack Manders, who replaced Horstman at this point, place-kicked for the extra point.

The West's touchdown followed Fesler's third blocked punt. Dave Nesbit blocked the ball (it was his second block of the game), recovered, and ran 15 yards for the touchdown. Johnny Baker place-kicked for the additional point to tie the score.

The winning touchdown in the 13 to 7 game was scored in the final quarter as a result of brilliant running by Harry Newman. A flip pass from Newman to Ronzani placed the ball over the goal.



# Principal Changes in the Football Rules for 1933

By Walter R. Okeson, Chairman

N. C. A. A. Football Rules Committee

WHILE there are but two major changes in the 1933 Football Rules, nevertheless the student of these Rules will find a number of minor changes made for clarification or for uniformity.

The spectator will notice but one change and that one should be to his liking, for it eliminates the rather stupid side-line play of wasting a down in order to get the ball out of bounds. Under the new rule, whenever the ball becomes dead within 10 yards of a side line, the Referee will immediately move the ball to "a spot 10 yards from that side line on a line drawn at right angles to the side line through the point where the ball became dead." As time is not out, the Referee must do this quickly except when there is some question of a first down. In such a case he will call time and measure for the first down before moving the ball.

In case the ball goes out of bounds between the goal lines, it will be brought in 10 yards instead of 15 yards as in the past.

The other major change is in the definition of and penalty for clipping. The new definition prohibits "running or diving into the back" as well as "throwing or dropping the body across the leg or legs below the knees of a player not carrying the ball." This change was for the purpose of lessening the chance of injury to players. Believing that the severe punishment for clipping produced laxness in calling this foul, the Football Rules Committee has reduced the penalty from 25 yards to 15 yards.

Turning from the two major changes to those minor ones spoken of in the opening paragraph, we first refer the student of the Rules to "QUESTIONS AND ANSWERS," found in the Rule Book on pages 72 to 80, inclusive. Here every change, even though it be but a single word, is noted and necessary interpretations are given. Some of these changes are the official interpretations given out in September, 1932, and need no comment. Others are merely clarifications or have been made for the sake of uniformity. A few, however, are important enough to deserve comment and explanation. These are the changed "Out of Bounds" definition; the changes in wording in rules governing "Time-out" and "Delay of Game," especially as related to substitutions; "Putting the Ball in Play" and "Backward Pass and Fumble," in rela-

tion to the recovery of a free ball; the elimination of the so-called "Referee's Touchdown"; the treating of a free ball which is inadvertently kicked as a fumble; and, finally, the matter of the protection of the kicker on a kick developing from a running play.

The only vital change in the "Out of Bounds" definition is the treating as out-of-bounds any ball which strikes an official who is standing on or outside the side line. This eliminates the question of whether a stake-holder is an official or spectator. In addition, a possible but highly improbable situation is covered for the first time in the exception which is written into the rule reading "When a free ball in the field of play is recovered by a player any part of whose person is out-of-bounds behind the goal line the ball shall be declared dead at the spot it rests in the field of play."

The changes in Rule 4, Section 3, "Delay of Game—Time Out," were made to put the field captain and the coach on the same basis as far as the three legal time-outs are concerned, and thereafter eliminate as much as possible substitutions by the coach except when time is out.

Under the rule as it now stands, each team is entitled to three time-outs without penalty in each half. Whatever may be

the reason for the time-out—asked for by the field captain for any purpose or a substitute sent in by the coach for any reason while the watch is running—a time-out is charged until the three legal time-outs are exhausted. In each case, a full two minutes may be taken if the field captain so desires.

After the three legal time-outs are exhausted, a request for time-out made by the field captain for the purpose of substituting for an injured player shall be granted without penalty. Such substitutions must be without unnecessary delay; otherwise a penalty for delay of the game may be assessed.

A field captain may at any time request an extra time-out even though no player is injured and get two minutes, but his team is penalized under Rule 4, Section 3, Article 2.

The three legal time-outs being exhausted, the coach is breaking the rule if he sends in a substitute for an uninjured player while the watch is running. The Referee calls time in order to penalize for delay of the game. While time is out for the enforcement of this penalty, the substitution may be made just as it may be made when time is out for any other purpose. But it must be made without unnecessary delay, or a second penalty may be assessed. Nor may the field captain ask for a delay of two minutes unless he is willing to be charged with an extra time-out with its consequent penalty.

If after the three legal time-outs are exhausted a coach, convinced that a player is injured, sends in a substitute while the watch is running the Referee, if he considers the coach justified in this action, may charge the time-out to himself under Rule 4, Section 3, Article 3.

It might be well to note that in the answer to Question 14 on page 74 the first word should be "No" and not "Yes" as printed.

The changes in wording in Rule 7, Sections 3 and 4, relating to "Putting the Ball in Play" and "Backward Pass and Fumble," were made so that the rules would read as they have always been interpreted. A bad pass from the snapper-back which is not touched by the player it was intended for becomes a free ball and may be recovered by any player. The same is true of a backward (lateral) pass from one

(Continued on page 46)



Walter R. Okeson



Leo Calland

# Coaching Backfield Fundamentals

By Leo Calland

Head Football Coach, University of Idaho

**L**EO CALLAND won his letter in football, basketball, and track at Broadway High School, Seattle, Washington. After playing tackle on the Naval Training Station football team at Seattle during the World War, he entered the University of Southern California in 1919, where for three years he played both football and basketball. Two years on the coaching staff at Southern California were followed by two years as Director of Athletics at Whittier College. Calland returned to Southern California in 1927 to become Director of Intramural Athletics. In 1929, he assumed his present post as Director of Physical Education and Athletics and Head Football Coach at the University of Idaho.

**B**ACKFIELD men naturally divide into two classes, the ball-carrier and the interferer. The ball-carrier, whether the light end-run type or the rugged line buckler, depends upon his

interferers for gains. The ideal back can carry the ball as well as run interference, but it is very seldom that a coach is blessed with a man of this type.

Some of the fundamentals all backs

should master are stance, starting, driving and ability to use interference to the best advantage, holding and carrying the ball, catching or receiving the ball, passing, kicking, blocking, tackling in the open

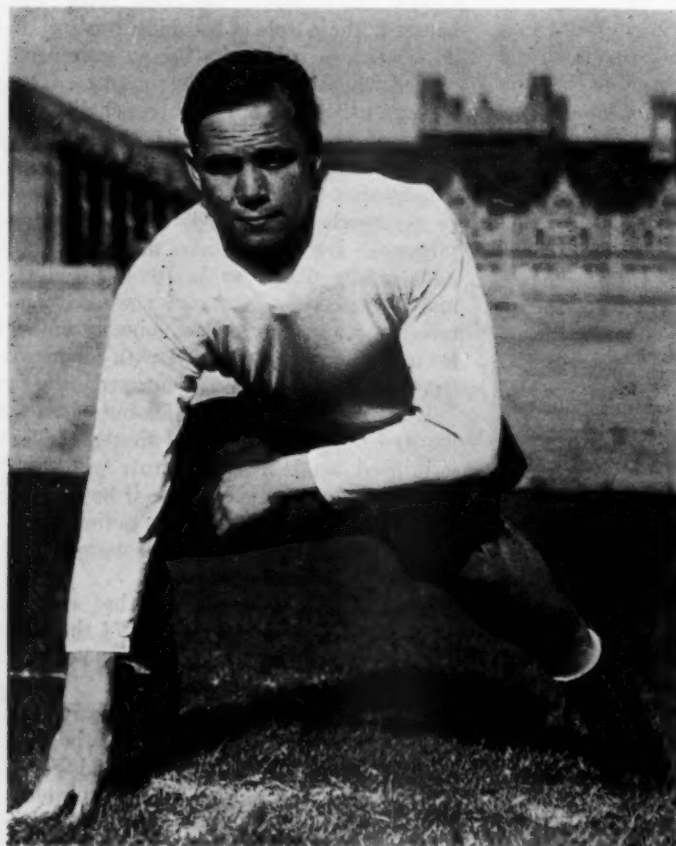


Illustration 1

**Illustration 1**—Front view of blocking halfback stance. Note how low the weight is carried, and the knee-spread. Blocking backs must be trained not to give away the play by looking or by any other action. It is best to have them look straight ahead as they are usually not in position to see the ball. As a rule we use tall, heavy



Illustration 2

backs to flank and stocky ones for the inside job.

**Illustration 2**—Blocking halfback stance. Note how far the feet are spread, with nearly all weight on the inside balls of the feet. Rump is down, shoulders are up and are kept in that position at time of contact with defensive man. This man, 170 pounds, an inside halfback, could start fast in any direction and had a terrific lift in his block. We have motion pictures of him carrying a good 235 pound tackle out of the play alone.





Illustration 3

*Illustration 3—Receiving pass from center. Note that the ball is caught in the hands with fingers extended and arms relaxed. The ball-carrier is about to tuck the ball under the right arm. Ball-carriers must keep their eyes on the ball and handle it properly or the work of their team mates will be nullified by fumbles.*

*Illustration 4—Receiving pass from center. This photograph depicts the same situation as Illustration 3 except that the ball-carrier is about to tuck the ball under the left arm.*



Illustration 4

field and backing up the line, pass defense, side-stepping, twisting, stiff-arming, changing pace, handling the ball and ability to fall relaxed.

**STANCE**—There are two different stances: the crouch and the semi-standing. In both the weight is on the balls of the feet, which should be spread and parallel. In the standing stance, the hands rest on the knees, or one hand may act as a balance on the ground with the other elbow on the knee and the hand outstretched. See Illustrations 1 and 2.

**STARTING**—The position is not changed at the time of starting. The eyes should be glued on the ball, with no weight on the heels and no leaning or other indicators. When receiving a direct pass from center, a back less than five yards from the line of scrimmage should step off with the nearest foot in the direction he is going. If more than five yards from the line of scrimmage, he should use a cross-over step, starting with the far foot, and receive the ball on the second step. This difference in timing puts a back in good position to receive the ball at both distances. When leading interference, the cross-over start is usually considered the best.

**RECEIVING THE BALL**—Two methods are used in getting the ball from the center to the backs, the direct pass and the indirect pass.

First, the direct pass from center naturally places a heavier burden on the center. For short passes such as are used in close formation, the end-over-end pass is the easier for the backs to handle. For long passes used in punt formation, the spiral pass is the faster and therefore the better. The force and lead are regulated by the length of the pass and the speed of the back. In general, close formation passes should be soft floaters, and long passes should be as hard and fast as possible. In receiving any direct pass from center, the back should never take his eyes off the ball until it is caught. The ball should be caught in the hands and then tucked away properly. See Illustrations 3 and 4.

Second, for the indirect pass the center hands the ball to the quarterback, who in turn delivers it to the ball-carrier. The quickest method is for the quarter to receive the ball in his hands standing directly facing the center. He should be in a half squat position, with head up, arms extended well under the center, palms fac-

ing the ball and fingers extended and spread, with the heels of the hands about three inches apart. In making the pass, the center should not release the ball until the quarterback has control of it. The quarterback should then get the ball to the backs as fast as possible. For close plays he should shove it up into the stomach of the backer, keeping contact with it until the back has full control. For this type of play the runner need not concentrate on getting the ball but on where he is going. His elbow and forearm nearest the quarterback should be raised so that he can place the ball underneath. Both arms should then be clamped on the ball until clear of the line.

**CARRYING THE BALL**—The ball should be carried in the arm farthest from tacklers. In general this will be the arm toward the side line the runner will be nearing. It should be held with both hands whenever the runner is thrown to the ground.

**SIDE-STEPPING AND STIFF-ARMING**—In any of the methods of side-stepping the use of the stiff-arm is very important. The stiff-arm to be of any value must have the arm extended and locked at the time of contact. Common faults in stiff-





Illustration 5

*Illustration 5—Cross-over side-step. In this action the runner took off from the left foot and will land well out to the left side on his right foot. His arm is extended, his eyes are glued on the danger point, and the ball is properly tucked away in the far arm. This type of side-step allows for forward as well as lateral progress and is very effective with a good change of pace.*

*Illustration 6—He didn't fumble. Idaho halfback being brought down hard by two University of Washington men. Note position of the hands on the ball. This helps to prevent fumbling. Backs must learn to fall relaxed with a roll, if possible, every time they hit the ground to come out of situations like this without injury.*



Illustration 6

arming are as follows: arm down and back instead of up and forward, arm bent at the time of contact instead of locked, and missing the tackler with the heel of the hand because of taking the eyes off his headguard.

There are several methods of side-stepping, any one of which is considered good:

1. Push off with the near foot as the stiff-arm is delivered, taking a wide diagonal stride to the side and drawing the hips away. This may be followed by a pivot.

2. Cross over with the near leg, drawing the hips away. This may be followed by a further diagonal stride as explained in 1 above. See Illustration 5.

3. Pivot or spin—Push off backward with the near foot, turning on the outside one and stiff-arming at the same time. As the body comes around, drive forward low, taking advantage of all momentum. In making the turn, throw the hip into the tackler if he breaks through the stiff-arm.

4. Weave—A weaving run made by swinging the hips and drawing them away from the tackler. The feet should be well spread when approaching a tackler so that one leg may be thrown forward and outward from him.

5. Change of Pace—This may be developed by any back and used with any side-stepping method. The ball-carrier should appear to be going as fast as he can, then put on a burst of speed just before he reaches the tackler to throw him out of time. It is also found that if a back gives

the appearance of giving up, that is, acts as if he is cornered, it has a tendency to make the tackler relax a bit; then a quick burst of speed carries the back by the tackler before he realizes it.

6. Cutting—The effect of cutting is to throw the defensive players off balance. The sharp change of direction of a ball-carrier going off tackle, either in or out, forces the defensive backs to change their direction. A back should be careful to break out at least once out of every three or four times. If he cuts back every time, the effectiveness is soon lost; for the defensive players will lie back and wait for him.

**PLUNGING THE LINE**—The line plunger should run low, with feet spread, head up and eyes open, lifting knees high and increasing speed at every step. He should keep his feet, hang on to the ball and go where the signal calls for the hole to be made. When once in the open, he should release the ball with one hand to stiff-arm and help evade tacklers.

#### **Points to Emphasize in Coaching Backs**

##### **ON OFFENSE:**

1. Assume an easy position from which a quick start can be made in any direction with equal ease. Keep the feet spread, head up, rump down.

2. Give no indication by look or motion where the play is going. Make any mes-



Illustration 7

Illustration 7—Reaching for a high one. Note the position of



Illustration 8

the hands, eyes on the ball, and relaxed arm action. Pass receivers and anyone else handling the ball should immediately tuck it away in the proper position. This helps prevent fumbles.

Illustration 8—Ready to throw one. Note position of the right elbow, arm cocked well behind the ear, front nose of the ball up, and weight shifting from right to left foot. Keeping the front nose of the ball up clear through the delivery causes the ball seemingly to hang in the air for the receiver.

sages sent fake ones; but, better still, be a sphinx, with the eyes on nothing but the ball or straight ahead until it is snapped.

3. Start fast, with head up and eyes open, as soon as the ball is snapped.

4. Hit hard. Never stop driving.

5. When detailed to take a man out, keep after him until he is down.

6. In blocking, always maneuver for the best position and make contact at the most effective time. Keep the feet spread at the time of contact, with head up and rump down.

7. If possible use shoulder chug. If that fails, slide into a hip block. Stay on your feet as long as possible.

8. Ball-carriers should use their interference and run hard. Don't dance around, shadow-boxing.

9. Always run with feet wide until you get entirely into the open; again wide when approaching tackler to be in best position to dodge, side-step or pivot.

10. Make full use of straight-arm, side-step, twist and change of pace to elude tacklers.

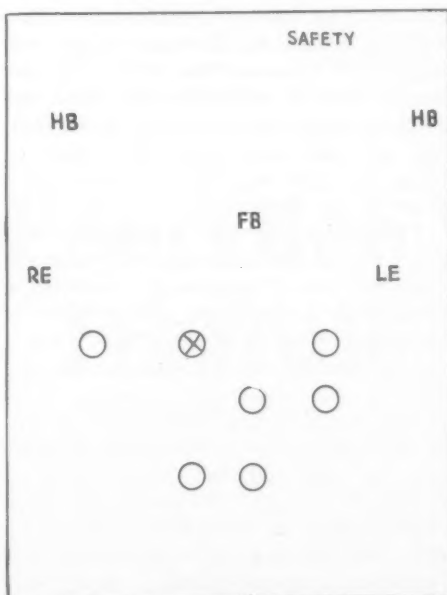
11. Put the ball away properly every time it is handled in practice or scrimmages. Hold the ball with both hands whenever you go to the ground.

12. *Don't Fumble.* Fumbles are caused by taking the eyes off the ball or fighting it when catching, and by reaching out one arm to protect yourself when going to the ground. Learn to fall relaxed. See Illustration 6.

13. Remember that success is measured in what the team accomplishes. Get the signal, start with the ball, carry out the proper assignment, and never stop fighting until the referee's whistle blows.

#### PUNTING AND PASSING:

1. When catching punts or passes, keep



Backfield Drill Formation

the eyes on the ball until it is safely tucked away. See Illustration 7.

2. When catching punts, handle everything possible but keep clear of those impossible to handle.

3. If the kick is well covered and will roll over the goal line, take the touchback. It is permissible to block out the closest man.

4. Remember that a kick-off recovered in goal counts as a touchdown. Be sure to recover all kick-offs; and be sure that the opponent touches the ball down if he recovers it behind his own goal line on a kick-off.

5. An off-side man touching a punt does not make the ball dead. If he allows it to roll, it can be picked up and run back.

This must be done before the referee blows his whistle and the penalty for an off-side man touching the ball refused.

6. When blocking for a punter, backs should step forward to meet the men they block, using a shoulder chug and endeavoring to keep the kicking lane free.

7. When the opponents punt, follow the assigned opponent back and drop him near the receiver where he cannot get up and make the tackle.

8. Backs should master the art of deceiving the opponents by employing different angles and runs when going down after passes. They should use the side-step, pivot, change of speed, etc.

9. Catch passes in the hands—not against the body. See Illustration 7.

10. Complete all catches even if a dive is necessary to do it.

11. Endeavor to get into such position when catching a pass that opponents cannot interfere.

12. Passers should always keep the ball well out in front of the receiver, and high. Keep him running and make him reach for it.

13. The passer must be in time; to delay too long is as bad as passing too soon. Balls should always be delivered with the front nose up. See Illustrations 7 and 8.

#### ON DEFENSE:

1. Know the strategic possibilities the offensive quarterback is studying in order to choose his play.

2. Study the arrangement of the personnel and the formation of the opponents.

3. As soon as the ball is passed, start stepping high, that is, running in place. It is much easier to start in any direction



if the feet are already in motion.

4. Backs should take their cue from the opposing end. He is a pretty good indicator as to the type of play coming.

5. Running plays should be met on the line of scrimmage if possible.

6. Be always on the alert for passes. Backs should never let a receiver get behind them.

7. Backs should play their receivers until the ball is passed; then *play the ball*.

8. Backs should watch for men out. Men are usually left out when coming from out-of-bounds or after a wide run.

### Backfield Drills

A VERY good practice procedure is to segregate backs and ends from the

rest of the squad, putting a defensive skeleton consisting of left end, right end, defensive fullback, halfbacks, and safety against a similar offensive skeleton, with the single addition of offensive center to snap the ball. Three or four offensive groups are used, depending upon the size of the squad, which greatly facilitates and speeds up fundamental drills. All types of offensive and defensive plays may be executed. At first we do this dummy scrimmage and then gradually work into regular scrimmage. See diagram, "Backfield Drill Formation."

The advantages of the skeleton workout are as follows: (1) It gives better chance for observation of the individual players, due to the smaller number in ac-

tion. (2) Chances of injury are correspondingly lessened. (3) It is easier to correct faults, as men are in the open. (4) When more than one group is used, players get the added advantage of seeing a correctly executed play and also benefit by each others' mistakes and their corrections. (5) No stationary field equipment is necessary in this type of work.

We get most of our blocking, tackling and forward pass defensive and offensive work accomplished in a half hour of this type of work every night, stressing the points that have been enumerated under "Points to Emphasize in Coaching Backs." This drill we find is a very economical way of teaching the fundamentals every good back must learn.

# Kicks From Scrimmage

By John T. Clinton

Member of Philadelphia Chapter of Eastern Intercollegiate Football Officials Association

THESE kicks will not include the kicks which reach Mr. Okeson's desk on every Monday morning during the season. Rather, I prefer to designate them as *My Kicks* and *Your Kicks*. I designate them in this fashion because it is my own peculiar way of differentiating between *My Job* and *Your Job*—it's the way I learned the officiating program as I feel it best suits me, and I am going to try to offer this subject to you from the standpoint of the Referee and his job, discussing with the other three officials the subject and their jobs.

I've classified as *My Job* (the Referee's job) those kicks which *do not* cross the line of scrimmage; and as *Your Job*, those kicks which *do* cross the scrimmage line. I feel that I am almost totally responsible for everything which may occur on all kicks which *do not* cross the line of scrimmage, and I also feel that you are almost totally responsible for everything which may occur on kicks which *do* cross the scrimmage line. And so, to bring the subject to the point of discussion, I am going to assume, in all cases, that the ball will reach the hands of the kicker without penalty, because I feel that all fouls previous to that instant are common to all other scrimmage plays, as well as to kicks from scrimmage.

There are three kinds of kicks which come under the heading, "Kicks from Scrimmage": the place kick, the drop kick and the punt. Everything that may happen to the punt may happen to the other two. I will discuss them as a "Kick from Scrimmage," and to better illustrate *My Job* and *Your Job*, I shall discuss the kick in two locations—one at random near midfield, whence it might be possible to score a goal or to kick over the opponent's goal line or end line; and

then, in a location very close to the kicker's goal line. In either case, theoretically, everything discussed in one case might take place in the other. In discussing possible infractions of rules I am going to assume that in every case a foul, but only one foul, shall occur, thus to bring out the sequence that may take place in any one instance.

First, with the ball in midfield—*My Job*. The player kicks; the ball does *not* cross the line of scrimmage, either being blocked, or kicked high, driven back by the wind. The kicker may have been a regular lineman. Was he five yards back? Penalty: five yards from starting point of ball and loss of a down. Was he run into? Penalty: five yards from starting point of ball and first down. Was he roughed? Penalty: fifteen yards from starting point of ball, and first down. In the event the roughing was flagrant, disqualification of the offending player may be an additional part of the penalty. Ordinarily, on a blocked kick, running into or roughing the kicker does not occur. Contact may be had, but it is considered a part of the execution of a successful play, and thus not subject to penalty. The action may come very rapidly. The ball may go out of bounds. Any kicked ball except a kick-off going out of bounds between the goal lines automatically becomes the property of the receiving team. It may be recovered by a member of the receiving team, who may run with it, pass it back or kick it. It may be recovered by a member of the kicking team. He cannot advance the ball. His possession is legal, and he is penalized a down at the spot of recovery. If this new down should become the fifth down in the series, the ball of course changes possession.

We shall now move back to a point very close to the kicker's goal line. The play is the same. Still it is *My Job* with two additional preliminary matters to watch for. Was the kicker outside the end line when the ball left the passer's hands? If so, his team is penalized for an "out-of-bounds" man; five yards, down remaining the same. Was the kicker outside the end line when he received the ball? Penalty: safety! The team possessing the ball has passed it out of bounds behind its own goal line and so automatically scores for the opponents. Was the kicker run into or roughed? The penalty in this case is different than when the same foul occurs between the goal lines. Now it is a touchback.

The kick gets off, is blocked and goes out of bounds. If out of bounds between the goal line, it goes to opponents. If out of bounds behind the goal line, it is a safety. If recovered by player of kicker's side in field of play, it is his ball with penalty of a down. If recovered by player of receiving side on field of play, he may run with, pass back or kick it. If recovered by him behind the goal line, it is a touchdown. All of these decisions are from fundamental rules clearly stated and easily found in the rule book, and they need no amplification.

The ball has been blocked and is a loose ball in the end zone subject to various kinds of fouls. A foul committed by Team B in the opponent's end zone: touchback. A foul committed by Team A with the ball loose in its own end zone: safety. It may take some serious study to get these matters straight in our minds, but Item 6 of the Touchback Section of the Scoring Rule, and Article 2 of the Safety Section cover each of these emergencies.



While I include all of the above in what I term *My Job*, I do not wish to convey the idea that it is in any way exclusive. I simply try to point out the spots I feel that the Referee is more completely responsible for, and thus we come to *Your Job*, the job of any one of the three other officials.

The ball may be anywhere on the field of play. A kick is made which crosses the line of scrimmage. Except in the case of a short kick going out of bounds, in which event I am probably in a better position to judge the point of crossing, I almost deliberately forget the kick and expect you to be able to tell me what has happened. I do this deliberately to be able to decide with a free mind any question that may arise from the facts as offered by you when I arrive at the point where the ball may be after the kick play has been completed. I deliberately almost forget it, to remain back to protect the kicker until such time as he is again properly balanced on his feet and the probability of roughing him has passed. I invariably say to the men who may be charging him after the kick has been made, "Don't hit him," and I believe that warning prevents a lot of trouble. I am deliberately slow in getting down field on kicks from scrimmage, for, in expecting help from you down there, I in turn feel

that it is *My Job* to "clean up" on straggling affairs which occur when you are occupied chasing the ball or the play; and, finally, I am deliberately slow in order to be able to rush across field the better to judge out-of-bounds play in the event of a side-line run-back.

But all this time *Your Job* is going on. Is the ball out of bounds? Where? Was there any interference while the ball was in the air? Penalty: loss of ball to opponents. Was there any clipping, tripping or unnecessary roughness? Penalty: fifteen yards from spot of foul if ball is in possession. Was there any interference with opportunity for fair catch? Penalty: fifteen yards and player to be given fair catch and its advantages if he so elects, whether the ball is caught or not. Where is the mark of the catch? While no penalty is involved unless the catch becomes illegal because of the receiving player taking more than two steps after the catch, it is important that you locate and preserve that spot pending decision of what the team captain decides to do under his option. Did the player take more than two steps after signaling for and making a fair catch? Penalty: five yards; ensuing down is first and distance is ten yards to gain. Did he fumble after signaling for fair catch? If ball strikes the ground he or any player

on his team may receive and run with it. If ball does not strike the ground but is recovered by a player on the receiving side, no run is allowed; the ball is dead at the spot of recovery.

Was the ball touched down the field by a member of the kicker's team? This is very important, for while in most cases this foul only results in the receiving team being given the ball at that point, there often occurs a spot in which the receiving team elects to run with the ball after the foul—a gain of some distance is made, followed by a fumble and loss of ball to opponents. There the value of catching this foul and its location is emphasized, for that foul takes precedence over all that has followed, and the captain of the offended team may elect to accept the ball at that spot and so nullify the run and fumble. After the ball was fouled by a member of the kicker's team, did it roll over the goal line? In this event the receiving team may elect to accept a touchback by refusing the foul.

Was the ball touched by a member of the receiving team and allowed to roll? It is now a free ball; everybody is on side. If recovered by a member of the kicking team, it is his ball—first down. If the ball rolls over the goal line and a member of the kicking team recovers, it

(Continued on page 46)

# Fun and Education in Touch Football

By Edward J. Storey

Director of Physical Education, Mamaroneck, New York

DEVELOPMENT of recreational skill is part of the responsibility of modern physical education programs. Too often this development has been limited to such games as golf and tennis, although kicking a football, forward passing, throwing a baseball, high jumping, shooting baskets or playing hockey offer just as important outlets for physical activity. In the fall the college man's thoughts turn to football. The high school boy follows the college man's tastes in sport, and so, after September first, America goes football.

Every physical director is faced with the problem of what to teach and what games to play in the out-of-door physical education period. The natural seasonal interest must be utilized, and the processes of education must be kept alive to justify the expenditure of time. The physical education period must teach new skills, provide satisfaction to the individual, through the thrill of attaining success in learning them, and contribute

plenty of exercise in using these skills in play. What meets these requirements more satisfactorily than teaching students how to kick and pass a football? Every physical director should critically examine his class procedure in physical education this fall if he is going to justify its expense of time and money when the budgets are made up next spring. If the periods do not teach all boys new skills and give them a chance to practice them, the periods are a waste of time. These students can get a sun bath and a long walk without a physical education department.

The physical education period must provide some fun for the students. If the class period does not end up with a rush to the showers of happy, noisy students, then the director had better change his tactics, for he is failing. What could be more fun for these students than to use these skills in a game of football that could be played without equipment, and yet still be safe and free from the usually

expected football injuries? Touch football is this game and provides many of the same thrills as American collegiate football.

"There is a college education in any ball," was the statement of a great educator when discussing the values of playing. There is a great deal more opportunity for education in the football than in any other ball, merely because its very shape presents more problems. The football is not spherical like every other ball used in sport, with the exception of hockey. The American collegiate football is an oblate spheroid. It has two axes, a long and a short one. If it is to be kicked or passed, these two axes are very important. These facts should suggest to the physical director a wealth of teaching materials and opportunities for the co-ordination of his teaching with that of the various other educational departments. Physics and mathematics come to the mind first; also, anatomical problems of the length of leg and body

balance must be considered while learning to kick the football.

Passing the football both forward and laterally opens up another field of education as varied as that of kicking and should provide a physical educator with material for class work for a month. This is project teaching and must not be confused with play periods in which lazy teachers throw out a ball, have the students choose up sides, and then sit in the shade. I have seen both types of physical education periods. With the present attitude toward budget cutting, the second type of physical educator cannot last long. The budget cutters will get him. The physical educator must show that he is really affecting the individual's educative processes by his activities. Here is a means: by using seasonal sports interest. Whatever part of the period is devoted to games must affect the fair play, sportsmanship and general attitude of the players. Control of the game must rest in the hands of the players as much as possible, but the director must always be ready to step in to settle any question of fair or foul that may come up. He is the guardian of fairness of the game.

After the fundamental skills of kicking and passing are taught, touch football as reorganized by the Touch Football Association provides the perfect game. It is a game of skill and quick thinking. There is no body contact, and therefore injuries are reduced to the minimum. Here is a safe and sane game for physical education periods. It has all the fundamentals of running, dodging, kicking, passing, chasing and scoring; in fact, every thrill the big game offers. The skill of playing the game can be developed in a very short time. It is a combination of lacrosse, basketball, football, rugby and tag. It provides all the elemental satisfactions of a "run and be chased" situation and yet it is scientific. The rules are set up to avoid scrimmage, downs or scrimmage line-up. This of course follows when blocking and tackling are eliminated. There is no reason for a scrimmage line-up or even linemen and backs in this game. Every player is a ball-carrier or pass receiver.

The start of the game is the kick-off, the same as in regular football. The ball becomes dead when the player with the ball is tagged on any part of the body. It is also dead when the ball is kicked out of bounds or when a pass is incompleting. Of course, the ball is dead from the point where the pass was thrown. After the ball has been declared dead, the team in possession of the ball must kick from the spot where it was declared dead. Play begins again just as if it were another kick-off. Ground must be gained in one down and held by accurate kicking and fast tagging. Every player takes his turn at kicking and must kick in turn so that

the ground gained by kicking is the sum total of the ability of all players. Field goals count three points as in regular football. There is no point after touch-down and passes may be thrown at any time and anywhere. There is no limit to the number of forward passes that may be thrown. Every player has a chance to kick, run and receive passes during the entire game. Every player is a part of the game. Every player gets some fun out of the game.

To the directors and coaches who have never played the game this way or seen it played, the game will sound very simple. It is, however, very complex and interesting. It keeps the interest of the players from eight years of age to twenty-eight. It gives every player plenty of exercise; in fact, it gives a great workout, for there is so much running. I have had letters from interested groups of older players who play during their recreative holidays and also from many boys of elementary school age. All games which hold the human interest are based on the "run and chase" basis, and touch football is another of those mentally satisfying games.

Touch football provides thinking situations, one following another in rapid sequence. Decisions are made. Some are good and some bad, but so are the decisions made in life. Here is the opportunity to develop decision-making based on accurate judgment. The facts are all before the player. Whether to pass, to kick or to run must be settled in a split second. This decision and its success or failure affects the next decision, and the results are always before the player. There is no guessing about whether the decision was right or wrong, for the play determines that. Psychologists tell us that the ability to make good judgments can only be learned by making judgments. Here is a game to practice in. The players should run their own game all the way. Coaches must keep their hands off, and only in this way can players learn to accept responsibility and become leaders. It is the old "sink or swim" theory. That is about the only way we have to determine leaders in this complex life of ours.

Many coaches have pooh-poohed the idea of players running their own games. The coaches say that the players are too young to have such a responsibility thrust upon them. These coaches fail to understand the purpose of the game. These games are to train leaders and give boys a chance to show what they can do with responsibility. It is trial life. It is a school of ethics, a school of judgment making, a school of responsibility using, a lot of fun and plenty of exercise all rolled up into one. To the players this game-life is as real as life will ever be, and their judgments are to them the big

things in life. This is as it should be, for only in such a situation will they learn the valuable lessons of life. Columbus at eighteen years of age was captain of a ship with the job of handling a shipload of men. Surely we can expect to give some share of responsibility to our boys and men at the same age, and expect some share of success. Let us give the boys chances to make good judgments and bad mistakes. Let us give them a game that will provide this chance. Let us justify to ourselves and to general education the time spent in physical education. Let us make sure that we get some share of the educational outcomes from our activities that we are supposed to be getting. Let us give at least as much attention to the non-varsity material as we give to the varsity players. Here is a program of character education that is sound.

How can this be done? This is an obvious question. The answer is simple. Time during the physical education periods should be allotted for the learning of the fundamentals of football, if we confine ourselves to the fall sport. This can be done by organizing the group into squads; for example, one on punting, one on drop-kicking, one on forward passing, one on dodging. A leader, who may be a varsity player, should be placed in charge of each group. This will be a class in leadership training for the leaders of the squads. The members of the squads will be learning the fundamentals of a sport that will in turn make them leaders. The latter part of the period should be used to choose up sides and play a game.

Touch football makes the perfect game for these periods, as has been explained in the previous paragraphs of this article. If equal opportunity for activity is to be given all students in school, an intramural program which takes in every student should be arranged for after school. If a schedule is arranged so that at least two teams play every afternoon, the varsity football field will be used for a little less than an hour. The varsity players can have their work so scheduled that they do all of their dummy work (blocking and tackling) during this time, and then their activity is not interfered with. Here is a plan that works very successfully for an intensive game program when limited field space is available. Every boy in school has a right to be on a team, and it is up to the physical director to find that opportunity for him even if the varsity program suffers. This is the only type of program that will survive the budget cutters of school appropriations. A program of character and leadership education will be left in the budget when the varsity team will be dispensed with. Touch football is an economical way of affording this valuable training in the fall.



# Helpful Hints on How to Improve Your Golf Game

## The Stance

By Ted Payseur  
Golf Coach, Northwestern University

IT is not my purpose in this series of golf articles to guarantee to make a Hagen or a Bobby Jones out of you. It is my intention to try to help you to improve your game by helpful advice which can be adapted to your golf swing. Instead of spending much discussion on the selection of clubs and the number of clubs, I will devote most of my time to the simple fundamental things which will be useful to the average golf player and the beginner.

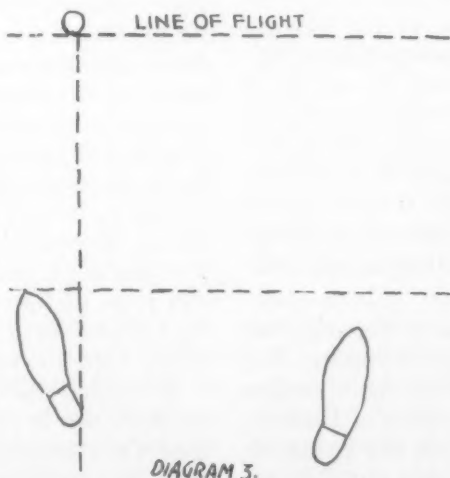
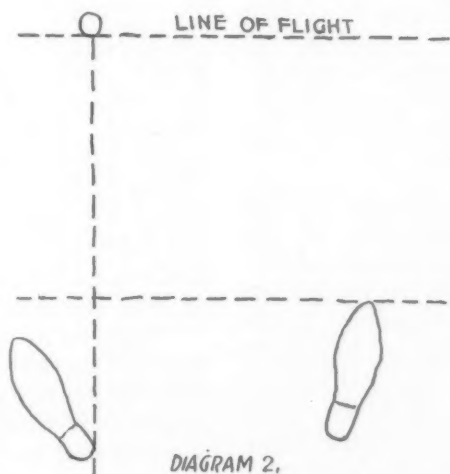
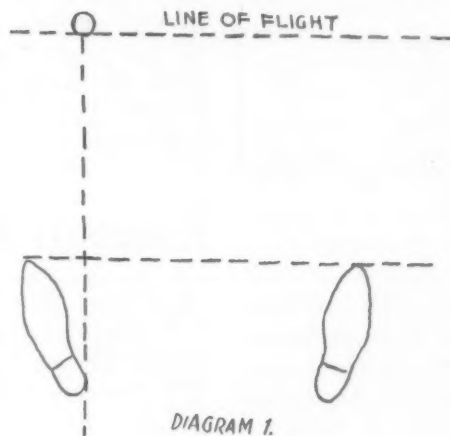
The points that I have in mind and will discuss in this series of articles are the proper stance on different shots, the proper swing, playing of different difficult shots that occur in every man's game during a round of golf, and other things of this nature. Some helpful advice will also be given on how to get rid of a slice or a hook. If the reader will study and digest the suggestions given in this series of articles and will apply them to his golf game to such an extent that his game is improved, my purpose will have been achieved.

### Most Common Mistakes

IF I were to be asked what are the most common mistakes made by the beginner in the game of golf, my answer would be as follows. In the first place, the average player or beginner does not hold a golf club the way in which it is intended to be held, and, secondly, the player does not give the club a chance to do what it is made to do because he does not swing it properly. In other words, the two most important and most difficult things for the beginner to learn are the proper stance and the proper swing. I mean by the clause "he does not swing it properly," that the beginner is so anxious to make a good shot that he does not allow the club head to perform its assigned duties. Therefore we will discuss first of all the stance and the proper distance from the ball.

### The Stance in Golf

THE stance is the position taken when you put your club back of the ball preparatory to making a successful stroke. In order to get the proper distance from the ball, place the head of the club behind the ball, grasp the club shaft on the



leather about two inches from the end, being particularly careful that the club head is resting squarely on its own bottom and not on the toe of the club or the heel of the club. Stand far enough from the ball so that both arms, from the elbows to the shoulders, will lightly brush the body when you swing.

When taking your stance your weight should be equally distributed on both feet. Naturally your stance will vary, depending on the different lines which you secure, but in the main, for your tee shots, your stance should be taken so that the weight of your body will be behind the ball when the shot is executed. In other words, your ball on the tee should be played off of the heel of the left foot, providing you are a right-handed player. By this I mean that an imaginary line could be drawn, after you have taken your stance, perpendicular to the line of flight of the ball from the back of the teed ball to the heel of your left foot.

The reason I mention this stance particularly for the tee shot is because your stroke for a wood shot will differ slightly from that with the iron shot. That is, on your wood shots you hit through the ball and on the upstroke, whereas on the majority of your iron shots you will hit the ball on the downstroke and force the club head on through.

There are three kinds of stances: the square stance, the open stance, and the closed stance. I recommend that when beginning the game of golf you should start with the square stance. As you advance with your golf game, the open and closed stances may be employed for certain difficult shots.

The square stance is shown in Diagram 1. Take a position opposite the ball, with the feet pointing toward the line of flight and equidistant from the line of flight. The ball is on the line of flight and opposite the left heel. While you are addressing the ball, the weight of the body should be equally distributed on the balls of the feet and the heels.

In the open stance, shown in Diagram 2, the left foot is drawn away from the line of flight more than the right foot.

In the closed stance, shown in Diagram 3, the right foot is drawn away from the line of flight more than the left foot.



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## Looking Ahead

WITH this issue begins Volume XIV of THE ATHLETIC JOURNAL. During the thirteen years of its existence, this publication has worked earnestly and tirelessly with individuals and organizations to dignify the coaching profession, to raise its standards, and to place it on a plane with the other professions. No publication, no one man, or group of individuals may claim entire credit for the extent to which these purposes have been achieved. If THE ATHLETIC JOURNAL has contributed in any degree to the remarkable advance made by the coaching profession in the last decade, its existence has been justified.

Throughout this time, it has been the aim of THE ATHLETIC JOURNAL to serve the interests of the coaches in much the same manner in which the *Journal of the American Medical Association* serves the interests of the physicians and surgeons of the country. To what degree this purpose has been achieved may best be indicated by the attitude of the coaches themselves, by the way in which these coaches (many of them for ten or more years) have annually sent in their checks covering the subscription price.

Because THE ATHLETIC JOURNAL is allied with no organization, it is able to maintain, to the advantage of the coaches, a fearless and independent attitude in all matters. It is free to speak its mind on all subjects pertaining to coaching without regard to any outside individual or organization. It is free to accept such reliable advertisers as it feels will interest the coaches; and it is similarly free to reject unethical advertisers or advertisers whose products do not satisfactorily meet the tests they must ordinarily undergo.

The coaches themselves have come to regard THE ATHLETIC JOURNAL as their official spokesman. For the past few years the American Football Coaches Association and the National Association of Basketball Coaches have chosen it to publish the proceedings of their annual meetings. In this time of re-

duced school budgets, when they are being asked insistently to justify their work in athletics and physical education, coaches are turning to THE ATHLETIC JOURNAL for experimental data and arguments to prove the worth of their profession.

It is in answer to this plea for ammunition to combat the proponents of false economy in the school budget that Volume XIV will contain an unusual number of articles on physical education and athletics in their relation to the newer concept of education. However, the technical side of coaching will not be neglected, and Volume XIV will contain a large number of helpful articles on the technique of the various sports. During the coming year, as in the past, THE ATHLETIC JOURNAL will strive to meet the needs of the coaching profession, to lend to it even greater dignity, and to raise its standards still higher.

## Football Preview

AT this time, it is interesting to attempt to understand the present status of school and college athletics for the purpose of trying to estimate the possible future of amateur athletics.

Last year, just about as much football was played in the educational institutions as formerly. Very few schools or colleges discontinued the game as an economy measure. The quality of football played on the whole was on a par with that of other years. What changes then were there in football last season? First, fewer boys were outfitted and coached. Not so many were taken on trips. In some institutions the schedules were curtailed. These changes, of course, were made necessary because the attendance at the games decreased, and the attendance fell off because the American people were not able to buy tickets in such large numbers as was formerly the case.

There is no question but that there is a correlation between attendance at school and college athletic contests and business conditions in the United States. If we have larger crowds at the games this year it will be because general business conditions are improving. Last year at this time there was a noticeable pick-up in business. Our depressions have usually lasted approximately five years, and after two and a half years there have generally been noticeable certain signs of recovery. There were some signs of recovery last summer. However, the uncertainties produced by the election checked for a time this business revival. Now there is an unmistakable note of optimism throughout the country. Everyone is hoping that President Franklin D. Roosevelt's idea of government control and government planning will succeed better than the old plan of leaving to the different business groups and organizations the responsibility of working out their own destinies.

President Roosevelt believes that in our complex civilization it is better for the government to exercise a certain amount of regulation and control than it is to trust too much to individual initiative and

individual honesty. He illustrates this in his book, *Looking Forward*, by suggesting that if the colleges are turning out more lawyers or doctors than are needed to serve the interests of the people someone should regulate the supply.

The question that concerns us is this: How will government planning affect school and college athletics? Certainly if it succeeds in restoring prosperity then athletics will benefit. Will any of the new ideas, however, influence our philosophy of athletics? For instance, will the plan of achieving results by a leveling down process be followed by our schools and colleges?

Senator Thomas very clearly explained the theory which was adopted by Congress and which was designed to restore prosperity by a leveling down process. He said, "Two hundred billion dollars of wealth and buying power now rests in the hands of those who own the bank deposits and fixed investments, bonds and mortgages. . . . If the amendment carries and the powers are exercised in a reasonable degree, it must transfer that \$200,000,000,000 in the hands of persons who now have it, who did not buy it, who did not earn it, who do not deserve it, who must not retain it, back to the other side—the debtor class of the Republic, the people who owe the mass debts of the nation."

The new theory that by distributing the money of those who by fortuitous circumstances, or who by dint of hard labor and thrift, accumulated and saved their money among those who because of unfortunate circumstances over which they had no control, or who because of indolence, profligacy or incompetency had not accumulated wealth, may achieve the desired result in the field of economics. It cannot be applied to athletics, however, or in large measure to education. The theory of education is that in the several states, cities and towns boys are not only given the opportunity of going to school but by and through compulsory school attendance laws they are required to avail themselves of the chances of securing an education. The son of the man who pays no direct taxes toward the support of the schools has the same educational advantages as does the son of the man who pays a heavy school tax. These lads thus are given a course of training which is designed to prepare them for the race of life. Of course, they all do not have like ability, but our theory is that they all have equal opportunities. The government, according to this theory, is not expected to guarantee that any of these boys will make a success of life. All that the government can do by and through its scheme of universal education is to guarantee each citizen a chance to make a living.

To understand just how this fits into our philosophy of athletics, let us assume a hypothetical case and let us imagine that in a college of 500 male students it is announced that a month hence every boy in the institution will be expected to participate in a college cross-country run. Each lad will be required to do a certain amount of training under the direction of the various coaches. When the race

starts each contestant has an equal opportunity, although they may not all have the same ability.

This theory of athletics was predicated on the old idea that has pretty much held sway for one hundred and fifty years in this country. In the case of the cross-country run the college did not guarantee that any individual would win nor even finish in the first hundred. Rather, it held out to him that if he trained assiduously, and if he had native ability, courage, normal health and strength and the other qualities that are prerequisites to winning a championship, he might succeed. The college saw to it, no doubt, that the few who were subnormal physically were not allowed to compete but rather were given medical attention by the college and university authorities.

Under this philosophy the men who did train faithfully and who were willing to sacrifice were not handicapped in order to give the others a chance of winning. Clearly we will not abandon this philosophy as it pertains to athletics.

It has been repeatedly suggested in recent days that we are passing through a social and economic revolution. Because of this, some are asking whether or not there is now or will be a revolution in education, including physical education and athletics. Possibly there will be some important changes in education. Perhaps we will teach more subjects of practical value. In fact, children are today being taught the difference between stocks and bonds, between holding and producing companies. They are learning what happens when men neglect their duties as citizens and thus allow the politicians to waste public money. They are being told that in Cleveland's administration wheat was 36 cents a bushel and that the people in part at least blamed President Cleveland for this situation; consequently he was defeated and McKinley was elected President. When McKinley came into power there was a drought throughout the wheat belt in the United States and wheat rust was prevalent in Canada; consequently wheat rose to \$1.00 a bushel. Our children are being taught that the change in the price of wheat was accomplished by Mother Nature and not through the magic of government. Yes, there will probably be some changes in education.

As regards physical education, undoubtedly the departments will place more stress on health education and on physical activity for the average boy. It is a well recognized fact that this can be done without neglecting the interests of the superior athletes.

The writer views the future with optimism. We are an aggressive, sturdy people. We will work our way out. In fact, we are working our way out, and the prospects are good for a better attendance this year in football.

Only a few school boards whose ignorance of the meaning of education is appalling have classified health education, physical education and athletics as fads and frills, and have suggested that they be eliminated. The American people believe in these things. There is no danger that we will lose much of the ground that we have gained in the last quarter of a century.



# Various Phases of Football

## A Plea for Touchdowns

By W. E. Morrell  
Director of Athletics, Bowdoin College

IT is my belief that we shall have to change the rules for college football to give offense more strength and make more scoring, if we are ever to attract the crowds we had two or three years ago. People do not like to watch games in which there is little or no scoring, and the average fan does not appreciate what seems to him the negative side of football, or defense, however clever it may be. He wants to see something accomplished, something positive, such as a long run, or a scoring drive.

The games that are remembered are the games in which both teams were able to score, and the more scoring the better. Dartmouth and Yale played a 33 to 33 tie a few years back, and some mention of that game comes up in every football discussion that is held here in the East.

In professional baseball, basketball, hockey and football, where the game is played entirely for what the gate brings in, the rules have been changed to strengthen offense, to make more scoring. And, I believe, our own college coaches are very short-sighted and lacking in courage in insisting that no changes in rules be made. The coach is a big man so long as thousands come out to see his team play, but when interest falls off, as it has in baseball, anyone can coach the team.

For years I have believed that we should take the restrictions off the forward pass and allow it to be thrown from anywhere behind the line of scrimmage; and I was greatly pleased when one of our leading coaches advocated this change last winter. Of course nothing came of it because too many of our coaches were afraid of what the other fellow could do to him with this new weapon. Instead of seeing it as a new scoring device for himself and for building up the game, the average coach worried about the new defensive methods he would have to work out. Personally, I am afraid that few will be interested in his defense five or ten years from now unless in the meantime he speeds up his offense. Some coaches felt that it would change the game and make it too much like the English football. I do not believe so many passes would be thrown as are used now, because the threat of the pass would keep the secondary defense back so that running plays would go better, and we all like to keep our hands on the ball while the old running attack is going.

I can picture the crowds that will turn out to see the professional games this fall,

to see Red Grange, or some other great threat, start up to the line, fake a pass and then tuck the ball under his arm and go on for twenty, thirty or forty yards.

College baseball never attracted big crowds because the average fan felt it was not the best baseball he could see. The professional baseball was better and more interesting to watch. College football has been at the top of the heap; there was nothing better, at least until the last few years. Now college baseball has almost no interest for the fan unless he has some connection with one of the competing institutions; and college football is in danger of arriving at the same unenviable position if we allow our game to become one less interesting than that of the professionals.

It is true that everyone knows that college football is on the level, and that every man is doing his best, but, I believe, some positive accomplishment must go with the "old college try" if we are to keep the unattached fans. It is not interesting to see a fullback hit the line ten or fifteen times during a game for an average gain of one yard. Football fans have learned something, and they know the object of the game is to advance the ball. If neither team scores much, they must be two punk teams, to the average fan.

## Importance of Mental Attitude

By Howard Harpster  
Carnegie Institute of Technology

THE game of football has definitely advanced in recent years so that today it is more scientific, more complex and more difficult than ever before. Whereas, in the olden days, football was a mass game and a physical struggle between two giant teams, today it is a game of skill, with cleverness and brains more to be desired than brawn and muscle.

Power, deception, timing, rhythm, speed and accuracy all go to make up the modern game, while the mental attitude of the players and the psychology used to "set" a team for the game have more to do with the outcome of football struggles than any of these individual factors.

In a game between two big college teams, such as Yale and Princeton, or Michigan and Ohio State, or any other two football elevens where the material is somewhat equal, I believe that there is very little difference to be found in the physical ability and strength of the contending teams. I also believe that the playing skill of these teams is nearly equal and that one squad has just as much passing, blocking and tackling talent as the other.

What is it, then, that makes one team look so impressive on one Saturday and so miserable the next? What is it that causes the so-called "upsets," and what are the deciding factors in the winning and losing of football games?

I believe that in many cases it is not the difference between two teams in playing skill or physical strength that wins or loses football games, but rather the mental attitude of the players during the game and the cleverness with which the attack is directed.

The responsibility for these two factors is assumed by two men, the coach and the quarterback. It is the coach's task to arouse his team and to have his players keyed up and "set" mentally when the game starts. From then on, it is the quarterback's task cleverly to direct the team's attack. Many games have been won or lost by that player's ability or inability to select the right play at the right time.

It is a well-known fact that a team's playing efficiency varies greatly, according to the frame of mind of its players. If the players are aroused and determined, and if they go on the field with a great desire to win, they will play many times better football than if they go into a game lukewarm, without determination and with little or no fight.

There is an old saying that a team that won't be licked, can't be licked, and every coach strives to arouse his players so that they will constitute a team that won't be licked. Some of the last minute talks of various coaches to their teams are masterpieces. Many methods are used in these dressing room attempts to "set" the team. Some coaches touch upon a player's pride, while others prey upon his sentimental feelings. A few coaches shout at the players, while a great many are very quiet and reserved.

Coach Paul Schissler, formerly at Oregon State College, used a unique method of arousing his players before the Carnegie Tech game at Portland in 1927. George Scott, the Oregon halfback, had been taken ill with pneumonia on the Monday before the game and at game time Saturday was in the hospital considered critically ill. Schissler gathered his players before him just as they were about to go on to the field and said, "Boys, I have just returned from the hospital, and George is very low. He thinks of nothing but the game this afternoon, and the doctors have informed me that they are basing their hopes for his recovery on a victory over Carnegie Tech. If Oregon State wins today, the doctors believe Scott will rally, but if we lose they are afraid that the worry and disheartening news will cause him to suffer a relapse.



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Now boys, you must go out and win this one for a boy who is fighting for his life—your team-mate, George Scott.”

I have seldom seen a team that was more aroused than the Oregon State team was that day. The men fought throughout the game as though it really was a matter of life and death with them, and the fact that the game ended 14 to 14 was not because the team was not thoroughly aroused, but rather because Tech was fighting almost as hard. The local papers considered the result a moral victory for Oregon State, so Scott rallied and left the hospital.

## The Care of Football Equipment

By Paul Twitchell  
Murray State Teachers College, Kentucky

**A**TLETIC equipment is a big financial problem to the majority of the colleges and high schools. It has also in recent years grown to be such an expense that some institutions have to buy second rate equipment or depend on their old worn out material to help them through the season.

Such a problem may easily be taken care of if the athletic director will see that the responsibility is placed upon some reliable person to take care of the playing equipment year after year. The person who is appointed may be called the equipment manager. He is not the student manager but is a responsible person who is interested in such work and has had experience in it. He receives some compensation from the athletic department for his services. He may be either a student working his way through college or one who is doing the work for a living.

The equipment manager should have complete charge of all equipment that is stored in the warerooms. He should inspect this material several times during the year. He should also inspect the playing equipment and see that it is checked out to the athlete during the season not less than three times. This is for the purpose of culling all the equipment that is beginning to wear and save the athlete from possible injury.

The material that has been culled should be sent to the repair shop. This means of checking and repairing often saves quite a bit of money on the next season's buying. The repaired material comes in handy during the spring practices, and the regular material may be saved for the playing season.

Each piece of equipment when checked into the wareroom after the playing season is over should be tagged with its size and with the former owner's name. This saves the manager time the next season in giving it out to the returning players. Each article should be closely inspected. The old should be thrown away and the torn sent to the repair shop. The cloth

material such as the jerseys, socks and straps should be sent to the laundry and upon return should be stored in boxes with cedar dust.

The leather goods, such as balls, shoulder pads, kidney pads, shoes and helmets should be put in a tub of warm water and washed well with saddle soap. After they have dried, the pads and helmets should be shellacked. The shoes should be oiled with neatsfoot oil. The helmets should be stuffed with cardboard and hung in the storeroom on a wire. The kidney pads and the shoulder pads may be hung on a wire also to keep their shape throughout the year.

After the shoes have been oiled, the toes should be stuffed with cardboard and then shelved. About the middle of the school year the shoes should again be oiled. This keeps them pliable for wearing.

The task of the organization of the equipment department will depend upon the equipment, and the failure or the success of the financial end of the department will be the equipment manager's own responsibility.

## What Formation Is Best for High School Football?

By C. G. Abendroth  
Sheboygan, Wisconsin, High School

**I**PRESUME nearly every high school football coach ponders over the yearly problem of choosing a formation or formations for his football team. There are several reasons why few coaches follow year after year a set system in high school. In the first place, the raw material is always youthful and growing, and seldom can a coach correctly evaluate his material to any degree of certainty very far in advance. Again the high school boys scatter hither and yon to various colleges, leaving no particular inducement for a coach to drill on a certain system for his boys' benefit. Third, the changes of the times and in the methods of football make it almost imperative for a coach to follow anything but a set system year after year.

Usually in choosing a formation to build for the year, a coach thinks of the following:

- a—What material have I, and what formation will it best suit?
- b—What have the other fellows, and how can I outguess them, or what are the best chances for my success against them?

The above are essential problems, but my twelve years of coaching experience have convinced me that more study is necessary before a formation is adopted for the year. I believe this because, once the formation is adopted, it is the basis for play, and I have never heard of a team that could be successful after discarding the basic formations in midseason.

I am submitting several formations that

I have used or had contact with in my coaching experience, with an estimated score of their efficiency for use in high schools. I am noting the three objective methods of football offense and applying each to the several formations mentioned.

### OBJECTIVE METHODS

- 1—Straight Ahead Plays
  - a—Direct
  - b—With deception
- 2—Flank Plays
  - a—Immediate
  - b—Reverse
  - c—Deception (spinner or delays)
- 3—Overhead Plays
  - a—Passes
  - b—Kicks

### FORMATION EFFICIENCY

The numbers, 1, 2 and 3 below, refer respectively to straight ahead, flank and overhead plays. The letters, a, b and c, refer to the subdivisions of these types of play under "Objective Methods."

#### "T" Formation

- 1—Very good if not the best.... 100%
- 2—Fair, although good as a check for 1 ..... 25%
- 3—Only fair for basic pass or kicks 40%
- Average 55%

#### "Z" or Single Wing Formation

- 1—Very good for a and for b after spinner plays ..... 80%
- 2—Good for a and b and for c with spins or man in motion..... 90%
- 3—Good for quick-kick only with some limit in passing..... 60%
- Average 77%

#### Kick Formation

- 1—Only fullback in good position to buck, but the formation has good spread for spinners..... 50%
- 2—Good spread for flanks with a ball-carrier that can follow.... 75%
- 3—Best for either passing or kicking ..... 100%
- Average 75%

#### Notre Dame Formation

- 1—Strong ..... 80%
- 2—Strong, but with some discount for high school material. 80%
- 3—Good for passing and for quick-kick only ..... 70%
- Average 77%

#### Spread Formation

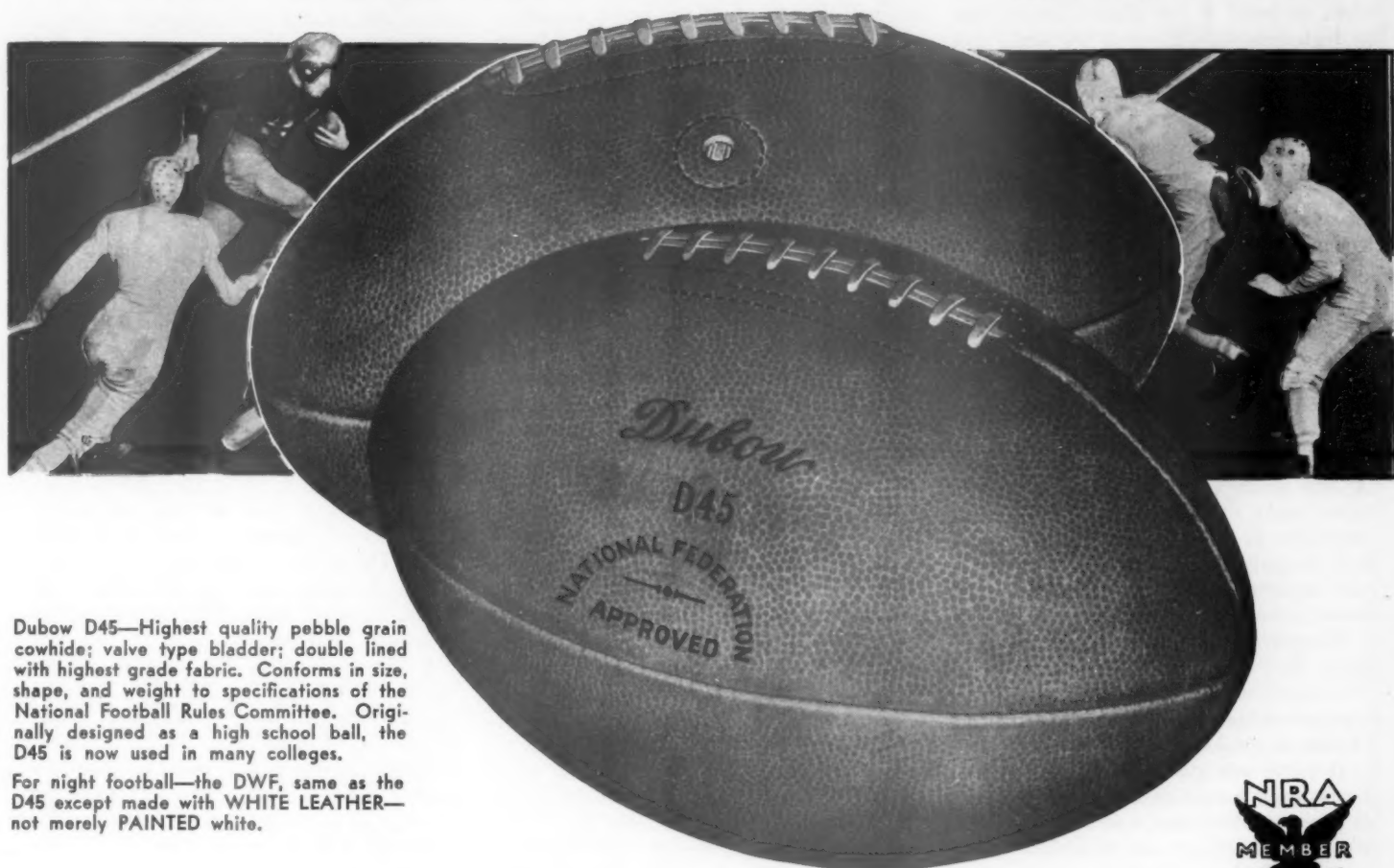
- 1—Weak ..... 40%
- 2—Weak ..... 40%
- 3—Strong ..... 95%
- Average 58%

#### Double Wing-Back Formation

- 1—Good for a or b..... 70%
- 2—Fine, if team is equipped with two excellent wing blockers and a good fullback..... 85%
- 3—Good for passes, and average for kicking..... 70%
- Average 75%

The above are estimates for average high school teams which accounts for the discounts mentioned in two systems. I

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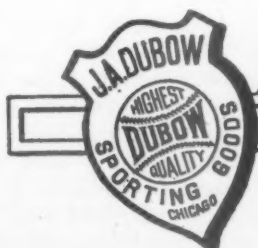
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believe that better results can be obtained from other systems than the so-called Notre Dame or Warner systems when material is not above the average in high schools. I would certainly not say the same for colleges. On the other hand, these systems have a higher median average and are used to good advantage when excellent material is at hand or where material is available year after year. For ordinary years, the kick or single-wing systems seem safest, with a combination of both the best bet.

## On Giving Out Football Plays

By W. B. McKittrick  
Arcata, California, High School

IT has been my experience that a coach will profit by giving out in the first three weeks of practice nearly all of the plays that he intends to use during a football campaign. Especially is this true if the important and hard games do not come too early in the season.

The players will find by actual use which plays they can have most confidence in. The coach will learn which ones are not adapted to his squad. These he can either change or drop.

If plays are given slowly and each is perfected in execution before the next one is given to the squad, the coach will find himself still giving out plays late in the season. Perhaps these plays have been needed to make the others succeed. Players for some reason tend to have the most

confidence in the first plays given, if they spend much time in learning to execute them. Also, I have observed that they often forget to use those given out after the important games have commenced. Perhaps an exception might be a trick play or two, or a play to be used against a certain type of defense which an opponent may use.

The schedule should be arranged so that important games come late in the season. This is impossible, many times, in high school leagues. However, and in case it cannot be done, room should be left for several pre-season practice games. A squad when given all of the plays during the first few weeks of practice will play raggedly in the early contests. But as the plays commence to "click" the boys will gain power in team play, skill in execution and confidence in their ability.

## Benefits of Football

By William F. Sullivan

THE benefits that a boy may derive from football are many. They include initiative, obedience, courage, loyalty (faith), persistence, honesty, a good carriage or posture, general physical development, knowledge of correct living, the advantage of good habits and the many values accruing from recreation and play.

The first mentioned qualities are better learned on the football field than they could be learned in any other environment, for they are learned at play when the mind is in its most receptive mood.

It appears to me that during our recent

economic crisis everyone did not quit; many former football players had the courage and initiative to start new enterprises, the loyalty and persistence to keep faith and stay with these enterprises, the honesty to deal fairly and the physique to carry on amidst strain and difficulties.

Our country needs more men trained in the same manner so that the next economic crisis may be better combated and be shorter lived than the last. It is our duty as coaches to educate our communities to the necessity of expanding and not curtailing football programs. It is the duty of our citizens to furnish all boys with opportunities to play this wonderful game that these boys may derive its benefits.

It is amazing to me to see football coaches silently taking the scraps from educational budgets and the abuse of so-called educators. There is no other part of a curriculum in which the teacher must be so thorough and the subject matter must be so completely mastered as in football. There is no other subject that receives the same degree of attention from its students nor the same examination and judgment by overseers.

I sincerely believe that football can do much more for a boy than I have noted and I know that every good coach exerts a tremendous influence in the development of these qualities in the course of a football season. Every coach should bring the benefits of football to the attention of his community in order that the game may be better appreciated and that the coaching of football may be rightly classed as a leading profession.

# Physical Education and the Economy Wave

By W. H. Browne,

Athletic Department, University of Nebraska

THE challenge of the present educational emergency to educational leadership is daily becoming more evident and more urgent. Under the stress of necessary economical retrenchment, educational leaders are fighting not only to maintain schools at their present level of efficiency but also to prevent short-sighted and selfish interests from eliminating services essential to the very foundation of a democratic civilization.

If we contemplate the problem of adjusting our schools to the needs and capacities of boys and girls, and to the social contribution which the schools are called upon to make, it is obvious that a narrow school curriculum is a menace to our social welfare and to our national morale. While the mastery of the tools of learning is essential to social living, it is nevertheless

true that the three R's by no means comprise all the fundamentals of an educational system in a democracy. The development of innate abilities and interests, of high standards of taste and appreciations, of wholesome social understanding and attitudes, the cultivation of a mind and a disposition appreciative of the society of

which it is a part, and the necessity of living with and not just amidst our fellow-men: these are essentially fundamentals of our education, and those who would restrict the schools to a narrow curriculum invite social disaster.

School administrators everywhere are conscious of the need for economy and have taken steps to secure such economies without crippling the school's efficiency. Some boards of education have seen fit to reduce their budgets by eliminating what they term "frills and fads," or those services most recently added to the curriculum. These newer subjects or services have come into the school system by virtue of the demand made upon the schools to accommodate children at all levels of intelligence and of all varieties of interest, physical condition and voca-

*THIS article by W. H. Browne is an excerpt from a paper read before a group of school superintendents and principals. It is an answer to the claim sometimes made that physical education is one of the frills and fads of modern education. Formerly in the athletic department of the high school at Lincoln, Nebraska, Mr. Browne is now with the University of Nebraska.*



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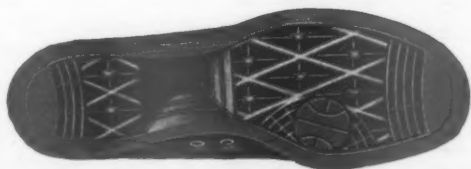
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tional outlook. Physical education is sometimes considered as one of the so-called frills and in some cases has been completely eliminated from the curriculum.

The cost of education should be measured not by the subjects that are taught but rather by the number of children enrolled in the schools. For many boys and girls the newer subjects, such as physical education, offer the best opportunity for social growth, development of skill, appreciation of knowledge, precise thinking and creative endeavor. The traditional curriculum, important as it is, cannot be adjusted to meet the needs and capacities of all boys and girls. Social stability in the United States cannot be dissociated from the promise of equality of opportunity through education. Here education, not alone of the physical but rather through the physical, plays an important part. Physical education is indispensable for the normal growth and development of youth. When children and young people are denied the growth and health and social adjustments which come from physical activities and our competitive games in educational institutions and in our community life, the saving in such expenditures may be more than offset by the increase of costs for health clinics, hospitals, reformatories and jails.

In this period of unprecedented social and economical adjustment, laymen are asking school administrators to eliminate non-essentials from education. It is not that the American people have lost faith in modern education but that some retrenchment in educational expenditures is necessary. Physical education has been attacked as a non-essential, but with a careful survey of the service which this program renders it will be found to be of an indispensable character.

Physical education has to do with human vitality, which is partly hereditary and partly developmental. The power of our vital organs is dependent upon the developmental physical activities of youth. In a sedentary and industrialized society, physical education is peculiarly indispensable for the development of the vital organs of children and for the adequate functioning of these same organs in adult life.

Leisure time has increased tremendously in the last decade, and every indication points to a further shortening of the working day. We call this leisure unemployment and are asked to regard it as a sudden and damaging blow. It is not sudden and will not harm us unless we bungle our job as educators. Clearly seen and wisely dealt with, it is not a disaster but a magnificent opportunity; a granted boon for which men have always prayed, namely, relief from the burden of labor. Training for the profitable use of leisure is a major task of education, and to this task physical education makes a large contribution. There will be leisure in amounts un-

dreamed of a generation ago. This calls for types of education that will serve the play time of the whole population. The training is needed now for the leisure that is to come to the generation immediately affected by our schools. Therefore, in our modern world, physical education with its application to leisure time becomes indispensable.

Physical education is indispensable also for the normal growth and development of youth into strong, vigorous young men and women. There is no royal road to a strong, manly body. When children and young people are denied the opportunity for growth and health that comes from physical activities in educational institutions and in the community life, the saving in such expenditures would be false economy and comparable to the well-known case of the farmer who saved hay. He said he cal'lated that if he fed his donkey each day a little less hay than the day before he could train his donkey to live without eating at all. The experiment was a great success until one day the donkey, who did not understand the scientific theory underlying the experiment, up and died. But the farmer saved his hay.

At one time, education was merely a training of the mind, but the idea is everywhere gaining ground that education must deal with the whole man and not with just part of him. Out of this conception has come the conviction that the good life exhibits play, laughter, recreation and joy, not as competitors with mental accomplishments alone but as essential elements in full and fine living. For this, physical education is indispensable. In this machine age with its deadly monotony of routine labor, its emphasis upon mechanical efficiency and its trend toward vicarious emotional life, physical education has become increasingly a necessity if we expect to train youth for complete and worthwhile living.

The development of character is closely related to the profitable use of leisure time. From the first settlement in this country almost to the present day, labor has occupied the whole life of our nation. During the last century we have conquered, scalped and partially disemboweled half a continent, and it took all our strength and leisure to do it. For the great mass of our people, labor and life were roughly synonymous. Labor was the routine and the training of and for life; so that labor was education as well as a method of livelihood.

Labor was also a method of controlling emotion and imagination—the great creative and explosive forces of the human soul—through the fatigue which labor eventually and inevitably produced. During the last twenty-five years or more, however, accumulated wealth or the introduction of machinery has greatly reduced the burden of labor. By shortening the

years of labor for the entire population, we have found time for schooling for all, and for a college training for many. For the masses, fatigue is still largely relied upon as an instrument of emotional control. But, for a relatively small upper class, the control of fatigue has vanished, and education is relied upon to take its place. With the decline of religious teaching in home and church, this burden seems to have become too great for our educational system, for during the last few years the children of the upper classes have been notably lacking in self-control.

The machine age with shortened hours of labor and the controlling influence of fatigue may be felt upon all classes. Here again physical education is indispensable as an emotional as well as a physical outlet where our children may be taught self-control, co-operation, tolerance, fair play and neighborliness. Our physical education service provides the laboratory where each individual may experiment with himself—and with other individuals—physically, emotionally, mentally and morally. Under proper guidance this experimentation tends to produce individuals better equipped to take their places in society and enjoy life to their fullest capabilities.

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THE successful financial season at Elgin, Illinois, High School in 1932, C. E. Adams, Athletic Director, attributes to the whole-hearted co-operation of the student body. With a squad of 150 boys out for the team, Director Adams believes the outlook for a winning season in 1933 is favorable for both light and heavyweight teams.

D. C. (BOBBY) CANNON of Corpus Christi, Texas, High School declares the outlook is hopeful financially because of the rise of cotton prices. However, the loss of nineteen letter men out of twenty-two makes his coaching problem for the approaching football season a difficult one. In a school of approximately 800 enrollment, Coach Cannon carries a gridiron squad of 85.

FORMERLY of Norton, West Virginia, High School, Harley Staggers is this year assuming the role of head coach at Potomac State College, Keyser, West Virginia, recently vacated by George Parrish.

GREAT interest is being aroused over the opening football game to be played by Oregon Normal School at Monmouth, according to J. A. Cox, line coach at this institution. Normal's opponent in this game is to be the College of the Pacific, coached by the Grand Old Man of Football, Amos Alonzo Stagg. The game will be played on the evening of September 23. Coached by Larry Wolfe, Normal lost only one game last year and may be expected to give Coach Stagg's team a stiff battle.





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for SEPTEMBER, 1933



# The Older Coach and the Newer Physical Education

By John Van Liew  
Director of Athletics, Hanover College

**W**HERE are the older coaches who have been attending one or more coaching schools every year for the last fifteen years? They are strangely absent from the graduate schools of physical education. It cannot be lack of interest in sports; therefore it must be a feeling that they are not included in the Newer Physical Education. They are well-versed in sports but may feel there is something in the newer program which excludes them, or which they do not understand.

My own experience is probably typical of that of the older coaches, who seem to be getting out of line with recent trends in physical education. I felt there was something of value in physical education besides coaching and decided to get it. The University of Illinois offers a four year coaching course, which I decided to take. Upon matriculating I found the program was not only coaching; it included everything that pertained to any part of physical education. Coaching was but one part of the course.

After completing the work at Illinois, I realized the need for graduate training and selected Teachers College, Columbia University, as the place to get in touch with the latest trends in physical education.

The newer physical education as I have

come to view it, and as it is presented by Dr. W. L. Hughes at Teachers College, includes several phases administered as shown in the accompanying set-up.

This seems to be a logical set-up for a department of health and physical education. The overlapping phases of health and physical education are grouped under one administrative head.

The administrator of such a department must have broad training, be familiar with all phases of the program and a specialist in at least one sport, in addition to personality and administrative ability.

Dr. Hughes describes the physical education activities as a pyramid, with the required physical education as a base. The emphasis in this phase of the program should be based upon teaching the skills in the different activities to provide the student with the abilities to play the games outside of the class periods or in after life.

The middle section of the pyramid includes intramural sports or activities in which the students participate voluntarily.

The top of the pyramid or the apex is composed of intercollegiate athletics, in which the emphasis is upon instruction and competition. In this section will be found the men who possess the highest degree of skill in activities. All students have the opportunity to participate in some phase

of the program, and the best in the college reach the peak.

As Dr. Hughes states, "Our program of physical education did not develop ideally."<sup>1</sup>

Games are the result of our inherent desire for play, and the games program was first developed from the boys themselves. They organized teams, bought their own equipment, scheduled and played games, and formed state athletic associations to facilitate competition.

The main value of football is that it affords an opportunity for development of organic systems, play attitudes and appreciations, and sportsmanship. Football ranks third in the list of activities for college men by the Committee on Curriculum Research of the College Physical Education Association.

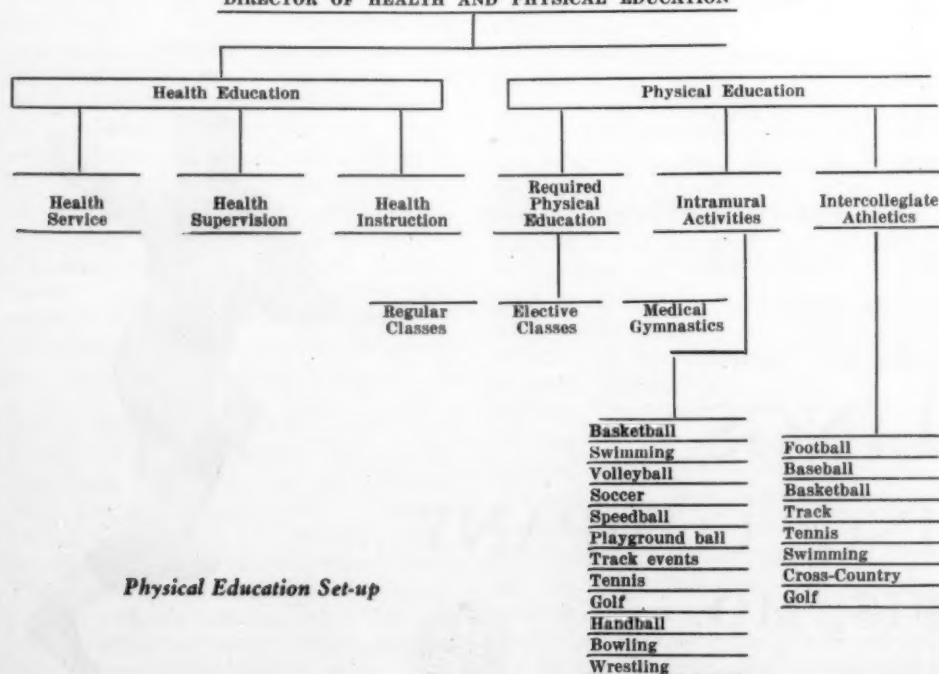
The feeling that football was not appreciated in the Newer Physical Education created an antagonism which has gradually drawn many of the older men away from this field. Such is not justified. The Newer Physical Education does include football. The advocates of a broad program of physical education favor all forms of intramural and intercollegiate athletics, *if they are properly conducted. Apparently all the physical educator asks is that the coach broaden his interests and improve himself so that he will be able to promote or assist in the promotion of all phases of the program for all the students in the institution.*

All coaches, both young and old, should consider the following questions and rate themselves:

1. Are your training, interest and knowledge broad enough to be a part of a modern educational program?
2. Do you consider the health of the boy above the winning of the game?
3. Do you promote or help promote intramural athletics and required physical education, or are you antagonistic?
4. Do you realize that a physical education program built in such a manner as Dr. Hughes' pyramid makes for a rounded development of all the students and for stronger and better athletic teams?
5. Do you attend faculty meetings and represent physical education as an

<sup>1</sup> Hughes, W. L., "The Contribution of Intercollegiate Athletics to the Objectives of Education," *ATHLETIC JOURNAL*, November, 1932, p. 36.

## DIRECTOR OF HEALTH AND PHYSICAL EDUCATION



Physical Education Set-up



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important part of the entire college curriculum?

6. Do you realize that taking the advanced work necessary to qualify you to promote an enlarged program in the Newer Physical Education, your knowledge as a specialist in one or more branches, your experience and organizing ability would be a power in promoting such a program?

Educators viewed with contempt the first attempts at organized games and competitive sports in schools and colleges. The whole program grew with such rapidity that the educational authorities were forced later to tolerate athletics and to supervise them.

The Seven Cardinal Principles proposed for Secondary Education are

- (1) Health; (2) Command of the funda-

mental processes; (3) Worthy home membership; (4) Citizenship; (5) Vocation; (6) Leisure time activities; (7) Ethical character.

Physical education probably contributes to most of the objectives as much as or more than any other subject in the curriculum. Educators were forced to a realization of the educational possibilities of properly administered physical education. This change in attitude led to the acceptance of athletics in education. This new viewpoint regarding athletics emphasized the need for teachers adequately trained to promote a broad program of activities. Where could properly trained specialists in physical education be obtained?

Some teachers colleges and universities responded with courses leading to a master of arts degree with a major in physical

education. From these schools began to appear the Newer Physical Education in the form of a complete and well-rounded program. Advocates of the Newer Physical Education believe that required classes should be used primarily for teaching fundamental skills to all students.

The staff members in health and physical education at Teachers College appear to be quite optimistic regarding the future of this important work. Dr. Hughes contends that if we are to save intercollegiate athletics we must combine them with the required and intramural activities as a part of the broad program of physical education. I subscribe whole-heartedly to these views.

It is my belief that the older coaches need the Newer Physical Education and that physical education needs these men.

# Pertinent Paragraphs on Physical Education

## *From the Strayer Report*

**H**EALTH EDUCATION in schools has developed in response to several influences. The medical examination of children, for many years known as medical inspection, has come as a direct corollary of the principle of compulsory education. The very life of a democracy is dependent upon the education of its members. In order to secure a population that is thoughtful of its responsibilities and informed regarding vocational duties of citizens, the state demands that a number of years shall be given by every child to pursuing a public school education, and in order that this may be done for all, it takes the matter entirely out of the hands of parents.

When the great battle for free public school education was won in the United States, the boys and girls came trooping into the schools in great numbers. It was not long before school administrators recognized that the compulsory features of public education caused certain problems and implied definite responsibilities. The grouping of large numbers in classrooms increased tremendously the danger of contagion, and the epidemics that swept through schools in these early years cried out for an administrative control that had not been foreseen. The implications were also just as real. Since the whole child, as well as the child's mind, went to school, the principle of compulsory education implied the principle of educating the whole child. From time to time critics have arisen to present their condemnation of what they pleased to call the frills of education, but the plain truth of the matter

is quite beyond a mere departure from the traditional subject matter of early effort in this direction. The effort everywhere to give children a richer curriculum than that offered a generation and more ago is not an example of mere humanitarianism. It represents a serious effort to do the job that is demanded by the facts of a child's nature and by the changed and changing nature of modern society.

After a variety of studies and numerous investigations, we know more concerning the nature of children. The time is past for educated people to talk about the mind as an entity, separate and distinct from the body, or to regard the mind as the function of the brain alone. In short, it is accepted in scientific and informed circles that education must deal with the whole child since the whole child goes to school, and, moreover, that the whole child is educated through motor activities, rhythmic experiences, conversation, environment, quite as definitely, though in a different way, as he is through performing exercises in reading, writing and arithmetic. Indeed, this emphasis upon the whole child has led to the principle that seeks to protect the child from disease as well as from ignorance; from weakness of heart and of other muscles, as well as from feebleness of mind; and from awkwardness of body, as well as awkwardness of manners. The changed and changing conditions of modern society have resulted in remarkable aggregations of young people in the schools. Thousands now gather in one building for educational purposes. The modern school is compelled to

supply a greatly enriched curriculum for these thousands, with greatly restricted opportunities in the community for participation in avocational activities. If the present tendency of our industrialized society continues, it is probably true that the avocational education in schools will become far more vital to the democratic state than the vocational efforts that now seem so supremely important. It is apparent then that health and physical education rest upon fundamental rather than upon frivolous or whimsical bases. It is with this fundamental philosophy in mind that the survey of health and physical education in the Chicago public schools has been made.

Pp. 143-4.

SINCE schools are conducted primarily for the education of the whole child, there must be established administrative unity to the end that all aspects of school life may be co-ordinated in this effort of education.

P. 148.

It is reported that "71 per cent of Chicago's school children had physical defects of such serious character as to affect the child's future health, happiness, and progress" and it is estimated that "435,000 of Chicago's school children have from one to five physical defects, or a total of 1,500,000."

P. 149.

QUITE generally the plans for mental hygiene in the schools are focussed only upon the maladjusted child and the functions of the psychiatrist are regarded as primarily therapeutic in character. The

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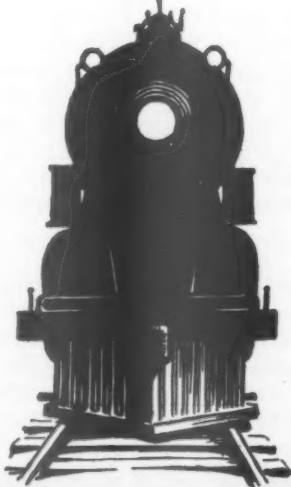
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rapid growth in recent years of mental and nervous diseases, the wide prevalence of social maladjustment call for the best organization for mental hygiene that it is possible to install and support. The needs in Chicago are not greatly different from those experienced in any metropolitan area. People are much the same everywhere and the urban folk have problems in common. In general there are four phases of service required in mental hygiene—custodial, remedial, preventive, and enriching. The first two are outside the functions of the school, but the last two must be accepted as items of the school's responsibility for the mental health of boys and girls. Indeed, it may be urged soundly that boards of education should assume some responsibility for the mental health of teachers. Mason's study of maladjusted teachers in the New York schools gives support to this point of view. The various items in the teaching situation were examined by C. E. Benson but little evidence pointed to overwork, which is so often given by the layman as the chief cause of maladjustment. There was, however, one common factor—they lacked objective interests. Reading, study and religion comprised their main avocations. Sports, dancing, music, travel, and the theatre which are often spoken of as "frills of education" were lacking in the lives of the maladjusted teacher. *Today it is increasingly recognized that play and recreation are indispensable for the maintenance of health and happiness.* As this is understood, the mystery of breakdowns, of strange nervous maladies, of curious personalities begins to disappear in the face of the simple facts about how to live.

P. 158. Editor's Note: The italics are ours.

WHEN efforts arise in a community to eliminate music, art, dramatics, games, dancing, and sports from the schools, the matter should not be considered in terms of the little red schoolhouse and a different civilization, nor in terms of some mistaken persons whose contribution to the solution of social problems is marked by a standardized denunciation of "the frills of education," but omits all that might be said for the laughter, smiles, and happiness of children, in terms of mental hygiene in the schools. Dr. Mayo's recent statement that every other bed in the hospitals of the United States is occupied by cases of mental or nervous disease calls attention to the danger of the present situation.

Pp. 159-160.

THE words *physical education* call forth a variety of responses. To some they mean one thing; to others something quite different is implied. To many, however, the words suggest physical qualities mainly and the first word, *physical*, dominates the second, *education*. It is true perhaps that a generation ago, exponents of this activity were concerned mostly with an

education of the physical, but it is even more true to-day that present efforts in the schools and colleges are directed toward an education *through* the physical. This newer emphasis is trying to interpret in practice the implications of the theory of unity of the individual. Although many educated persons continue to speak of education as if it were merely a matter of mental training, it is obvious that such a view is partial and limited. It is not too much to expect that we shall progress in our understanding of human nature to that point where we shall portray in practice the full meaning of the

**P**RESENT economic conditions have directed the attention of taxpayers to expenditures in the public schools. In some communities, athletics and health education are being attacked as "fads and frills" and are being asked to justify their retention in the school program.

Most of the critics of physical education are unacquainted with the newer concept of education. Fifty or a hundred years ago, the school was interested only in the mind of the child. His health was the concern of the home; his morals the concern of the church. Failure of the older system brought about the newer concept that true education must concern itself with the whole child, the whole man.

Physical education instructors and athletic coaches may themselves be convinced that their activities have a very real purpose in the newer educational scheme. They may be able to justify their programs with solid and pertinent facts. However, because of their position, because they may be charged, unjustly perhaps, with being biased in favor of their own vocations, their facts do not carry so much weight as those presented by a general educator.

In 1932, the Bureau of Publications, Teachers College, Columbia University, published its "Report of the Survey of the Schools of Chicago, Illinois." The survey was made under the direction of Dr. George D. Strayer, whose prominence in the field of general education lifts him above any possible charge of bias toward health or physical education. Certain paragraphs from Dr. Strayer's report are here published through the courtesy of the Bureau of Publications, Teachers College, Columbia University. Coaches will do well to study these paragraphs and to bring them to the attention of persons who class physical education and athletics with the fads and frills.

All page references are to Column III of the report.

concept, the whole man. When that time comes, we shall consider a person lacking in recreational skills, in rhythmic and similar motor activities quite uneducated, regardless of the profundity of his intellectual equipment. Since we make our lives and have to live the lives that we have made, the test of how to live will be applied more generally than it is at present. We shall recognize then that the person

who is educated only in the arts and sciences is as unprepared for life as the athlete who is educated only in physical performances.

It is not important to state relative values in the intellectual and motor fields. The need is to stress unity and ways of living. But it should be said that there is no purpose in this report to exalt one over the other. The cult of muscle as muscle is more ridiculous than the cult of mind or the cult of spirit. In purpose it is less broad, for it has never assayed the wisdom of the world nor the immortality of man. And yet it is important to remember that strong muscles will ever be prime necessities in human life. In this assertion, there is no disposition to advocate the exercise of muscles for strength alone; because in education we do not exercise muscles to strengthen them, but we engage in educational experiences the pursuit of which strengthens the muscles.

By this criterion we need to examine all the physical education in the schools. We shall observe that much of the conventional drill of the gymnasium, so ostentatiously and unprofitably developed and so often conducted for the purpose of exercising children, loses its significance when confronted with the problem of educating young persons to engage in physical activities because they have skills and interests in such things. According to this view, then, physical education ceases to be a gymnastic technique, a series of steps, or a co-ordination, and becomes a *way of living*. Instead of exercise, the chief outcome may be the interests developed. If young people learn to love wholesome living, the crucial question in American education is solved.

Pp. 162-3.

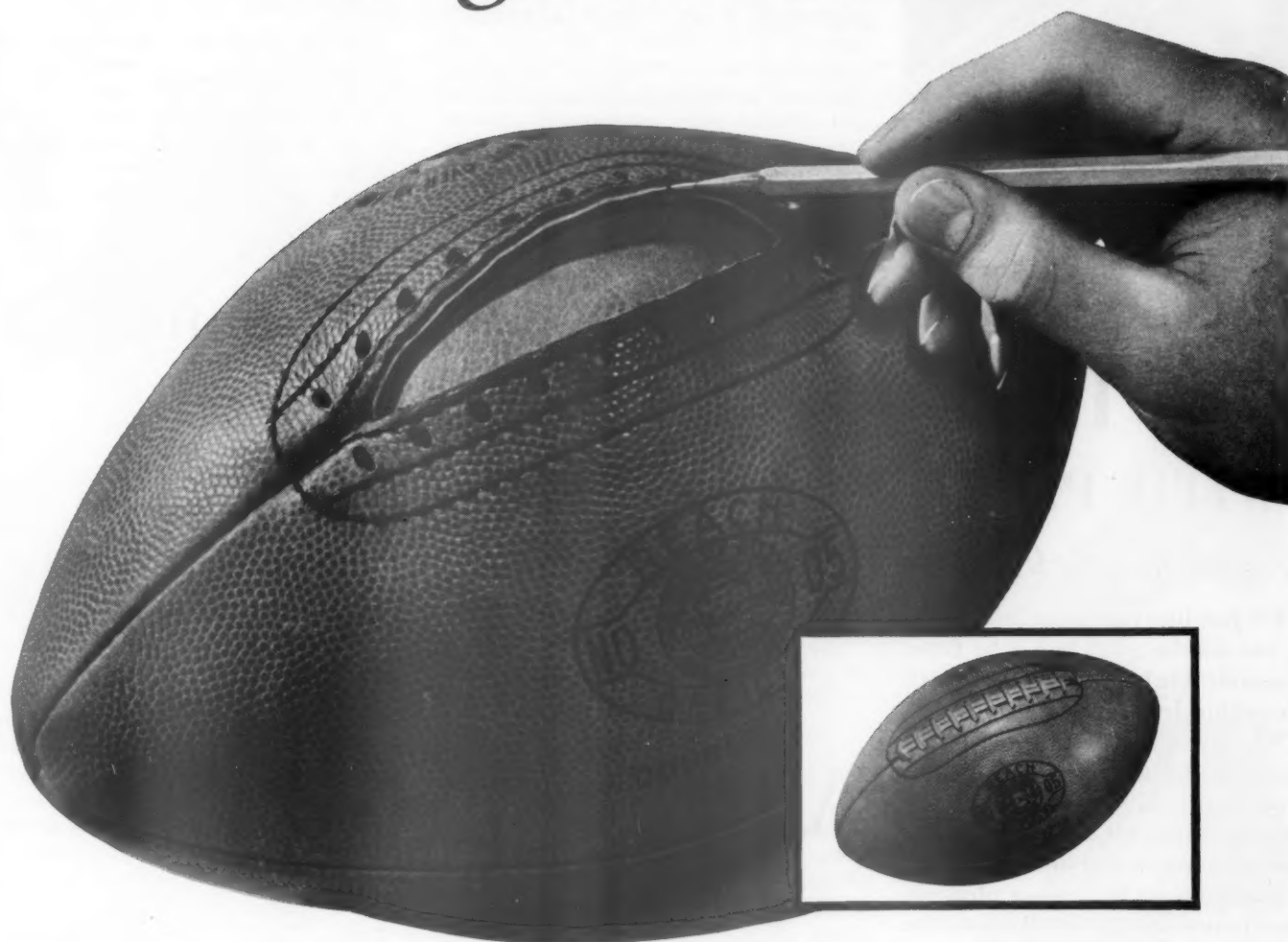
CHILDREN should be encouraged to take part in plays, dances, and athletic activities that are pleasurable and satisfactory to them. The fun of being a member of a group is decidedly worthwhile. The physical education program in the Chicago schools should be changed to meet the challenge of the new education which emphasizes pupil initiative, creative planning, joy in performance, and the acquirement of skills that lead to worthy outcomes that will carry over into afterschool life.

P. 166.

THE junior high school child is living in an age of romance, high ideals, and an awakening of his physical and social powers. He should be given a full program in physical as well as in mental education. This should be a program that will challenge his interests and test his skills. An excellent example of this is the intramural athletic program. Unfortunately, some teachers regard this sort of activity as incidental to the real business of formal exercises. To offer the junior high school pupil the dry husks of calisthenic drills is



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to miss a rare opportunity for an education in wholesome interests and functional skills.

P. 167.

Athletics, including games and sports, is a vital part of the entire physical education program. It is the part that appeals most to normal children. It satisfies their desires to run, jump, throw, catch, tackle, and achieve. It is a power for great good in a school system when it is organized properly and conducted efficiently. As good pupils help to raise class scholarship standards, so do good performers in games and athletics raise standards in physical performance. The team is a challenge to all. In a well-organized department, all are invited and encouraged to try for the team. Because the team represents the school, team members must meet satis-

factory scholastic requirements. Because they represent excellence in performance, they must know, practice, train, and follow the rules of the game, play fairly, and then accept the decisions of officials. *Thus, athletics, more than any other subject in the school, makes an emphasis upon the whole man and should have the support of all teachers who respect an education for life.*

Pp. 169-170. Editor's Note: The italics are ours.

Athletics should be organized first for the boys who take part, second for the school, and third for the community. It would be difficult or impossible to justify the use of athletics for school pride or community prestige at the expense of good academic performance or the athlete's health.

P. 172.

## Is Swimming Harmful?

By S. E. Bilik, M.D.

Director, Physical Therapy, Bellevue Hospital, New York City

*THIS article by Dr. Bilik is in reply to "Physical Medicine Applied to Swimming," by Dr. G. G. Deaver and Dr. J. S. Coulter, published in the January issue of the ATHLETIC JOURNAL. The Editor is glad to present both sides of this controversy, although he does not necessarily sponsor either point of view.*

*"When you were a tadpole,  
And I was a fish,  
In the Paleozoic age . . ."*

**A**T the time referred to in the above bit of verse, swimming admittedly was our favorite means of locomotion. Slowly we started up the ladder of evolution. For a while we crawled on snake-like bellies; then we waddled like ducks. Limbs appeared, and we ran about on all fours or swung in the trees like apes. Time came when we straightened our trunk, used our hind-limbs for walking, and our fore-limbs as arms. And now, here we are in the Great Era of Technocracy, Democracy, Double Wing-Back Formations and Doctors who Condemn Swimming.

Mother Earth is teeming with a hybrid genus, a collection of freaks, variously known as "guys," "dames," "bozos," "skirts," "blokes," etc. We love to think of ourselves as God's greatest gift to the Earth—unique, superb, perfect. But, the truth is that we are just another type of insect, molded of the clay of our ancestry. We cannot shake off our past. With a bit of earnest effort we can learn to swim like a fish, be mean as a snake, leap like a frog, swing like an ape, run like a deer, fight like a tiger, eat like a horse and act like a pig. The characteristics and activities of our progenitors are apt to be natural for us.

My fellow physicians, Deaver and Coulter, have a different viewpoint. In the January issue of the ATHLETIC JOURNAL, they fired a broadside, asserting that as a form of physical exercise and a recreational sport, swimming is unnatural . . . has few health values . . . may result in great harm.

As has been said, "Every person has a right to express his conviction and every other person has a right to knock him down for it." My impression is that the authors have stirred up a hornet's nest and that there will be a horde of opponents eager to get at them. I myself hasten to take a hearty, though not a malicious, whack at them.

I am going on record as an enthusiastic advocate of swimming as one of the most natural, beneficial and harmless forms of physical activity available to humanity. The whole world is not crazy when it annually rushes off to the beaches as soon as the weather permits; nor is the youth who is taking his daily plunge in the pool committing a crime against sane living.

Swimming is a splendid form of physical exercise—developing, invigorating, beautifying. Swimming, sensibly indulged in, combines the usual physiological effects of exercise with the added effects traceable to the water and its temperature. It brings about a better muscular tone, stimulates the functioning of the vital organs, increases metabolism and serves to inure the body against exposure. Show me a man, a woman or a child who swims regularly, and I will show you a body that looks healthy and that is thoroughly healthy. This afternoon I watched a large group of adolescent boys cavorting in a



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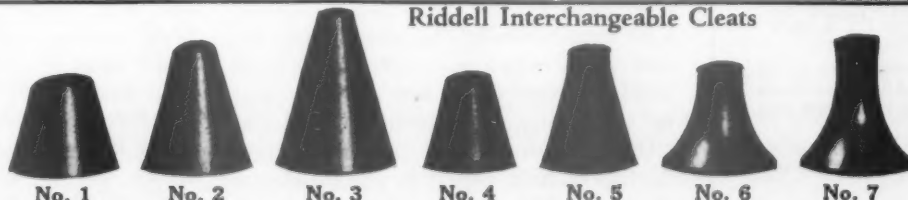


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gym pool, and, as a whole-hearted advocate of healthful living, felt joyous at the sight of the fine bodies—developed by swimming. My little girl was a scrawny, ailing youngster until the summer she suddenly developed a liking for swimming. There was an amazing transformation; the appetite improved, the child gained weight rapidly, the susceptibility to "colds" disappeared. Verily, she became a "different" child. Does not Johnny Weismuller tell a similar story?

Drs. Deaver and Coulter claim that anatomically we are not meant for swimming because we lack some muscles which serve to compress the nostrils and thus prevent exposure of the sensitive mucous membrane to the cold water. A facetious reply would be that we do not swim with our nostrils and that consequently the argument does not hold water. A sounder argument is the following: the mucous membrane lining the nasal passages has the ability to adjust itself to variations in temperature. Those who live in the far North do not plug their nostrils to keep out sub-zero air. Nor is it reasonable to suppose that cold water flowing into a healthy nose can do any harm. At any rate I have never observed any.

The authors of the article claim that the cells of the mucous membrane of the nasal passages are "delicate." They probably are, in early childhood. That is why youngsters catch "colds" so easily. However, as the years roll on, this mucous membrane is toughened by the frequent infections, the exposure to all sorts of temperatures, by the inhalation of irritating and objectionable gases and vapors, by the dust and foreign particles in the air. I believe that a stream of water, however cold, will cause at most no more than a feeling of temporary unpleasantness.

The authors stress the statement that man does not possess the peculiar ability of the frog to regulate his bodily temperature. This is correct. However, we have a mechanism of our own which is probably a bit more advanced and efficient than the frog's. We have a heat centre in the brain which prevents undue loss of bodily heat by constricting the superficial blood vessels. This can stimulate an increased production of heat, chiefly in the muscles of the body. This ability to limit heat loss is of vital importance.

When a demand is made on the body for more heat, the latter is made available by the burning of glycogen in the muscles. Physical activity during exposure to low temperatures is therefore of pronounced value. That is why a swimmer is less apt to become chilled than a bather, and also that is why the length of the bathing period should be less than that of the swimming period. The glycogen supply in the muscles is kept up by a flow of more glycogen from the liver. We can go on

imagining a swim lengthy enough to drain the body thoroughly of its glycogen supply. The body would then turn to its deposits of fatty tissue and begin to burn them in order to supply additional heat. I cannot visualize a swim long enough to force the body to start chewing and burning its important tissues, such as muscle and nerve. Admittedly this may occur in cases of ill and miserably scrawny individuals. But who, pray, would permit such invalids to go bathing and swimming, without the most careful supervision and regulation?

The authors inform us that Dr. Taylor caused a group of children to swim for forty-five minutes, and that he was able to show a lowering of the bodily temperature to 95 degrees. Forty-five minutes more of swimming and the youngsters probably would have had no temperature at all. Forty-five minutes is a long swim even for a trained man. Certainly no youngster should be permitted to soak in water for more than fifteen minutes. An experiment of this type is on a par with one of making a youngster play basketball for three hours, or run a fifteen mile race. Of course, if an exercise is indulged in to the point of exhaustion, low temperature, low blood pressure and almost complete collapse may follow.

I strongly disagree with the authors that "abnormal changes in body functioning take place" while swimming. The adjustments incidental to swimming are physiological. Our body is well capable of adjusting itself to environmental changes, and this adaptability is quite wide in scope.

Drs. Deaver and Coulter assert that swimming predisposes to middle ear and sinus infections. Over twenty years of intensive association with physical education has given me no basis for believing this assertion to be sound. Admittedly, if an individual nursing a "cold" goes in swimming or bathing, he is courting trouble. But any type of exposure is apt to aggravate a cold. Again and again it has been correctly stressed that every "cold" carries a shroud in its baggage. A "cold" must be treated with extreme care, or it may spread to the ear, the sinuses, the throat, the lungs. Do the authors imply that, given an individual in normal health who has no infection of the nasal tract, swimming will cause him to develop an otitis or a sinusitis? If they do, I beg to differ.

Every nook and crevice in our body which is connected with the outside world by an open passageway teems with bacteria—even when the individual is enjoying splendid health. The germs are everywhere. Some of them are harmless. Others are potentially harmful. The authors claim that in swimming some of the latter are siphoned into the sinuses or through the Eustachian tubes and that thus an infection may follow; the cold water injures the "delicate" cells of the lining of the passages,

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and the germs are then able to get in their work. This is a possibility, but a very remote one. The potentially harmful germs in a healthy body are usually so devitalized that they can rarely do harm. Presumably, they like cold water as little as the "delicate" mucous cells. The fact is that the germs which usually cause infections are those active ones coming from our own body, or from that of our sneezing or coughing friend. Virulent germs from these sources may cause an infection which must then be treated vigorously. Certainly this is no time for swimming or bathing.

In conclusion I want to stress this: that I do not believe a person can contract an infection because of swimming, though swimming may aggravate an already existing infection. An astonishingly great number of people have deviated septums but are not cognizant of them. One taking care of his health sensibly, exercising regularly, eating wholesome food, getting his dose of sound sleep, paying proper attention to bowel hygiene (even though Clendenning calls it folly) usually enjoys a state of health which enables him to ward off the routine run of infections.

To repeat, swimming is one of our best forms of recreational activity. It may safely and beneficially be indulged in by all those in normal health. It is necessary to use common sense in determining how much swimming one may undertake and under what conditions one should indulge in it. No one should be permitted to soak in water until he is chilled to the bone, blue as indigo and shivering like a Hawaiian dancer. I have always maintained that a swim should be short and that the individual should leave the water while he is comfortable. Five to fifteen minutes in the summertime is long enough; relatively less as the temperature of the air falls. After the swim, one should avoid standing around. He should remove the suit, take a short warm shower, then a short cold one, and dry thoroughly with a coarse turkish towel. After the swim and the shower, his body should feel pleasantly warm, glowingly warm. If he is uncomfortable or chilled, he has stayed in too long.

A. E. PITCHER, Director of Athletics at Southport High School, Indiana, reports that neither the athletic program nor the personnel of the department will be curtailed in his institution this year. In this school of 525 students, freshmen, second and first teams are carried in football. Basketball attendance showed no decrease last year. Football attendance fell off slightly a year ago, but with a return to night football, with which the school was very successful two years ago, Director Pitcher believes that football crowds will again return to normal.





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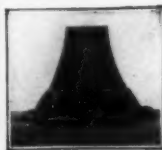
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## **Nutrition and Physical Fitness**

By G. G. Deaver, M.D., B.P.E.

Y. M. C. A. College, Chicago

and

J. S. Coulter, M.D., F.A.C.S., D.T.M.

Department of Physical Therapy

Northwestern University, Chicago

**S**EVERAL weeks ago it was my privilege to visit the dining room in one of our large universities where over a hundred athletes from many schools and colleges were eating their last meal before the track meet. Each group seemed to be eating a different variety of food, which, no doubt, had been ordered by the coach. The following questions arose in my mind concerning the place of nutrition and physical fitness: “Are there special diets which coaches have discovered that increase athletic ability?” “Do people still believe that celery is a nerve tonic, fish a brain food; that meat makes one fierce and courageous, milk makes one lazy?” I have been taught that nutrition is the science of nourishing the body properly for its growth, maintenance and repair. As one studies some of the menus suggested for athletes in training it seems that many of them are based on traditional ideas and not upon the findings of scientific investigators. The purpose of this article is to present some facts on nutrition which may be useful in planning diets for physical fitness.

### *Foods and Their Function*

**T**HE main factors in nutrition are food and what the body does with it. Food consists of those substances which, when furnished the body, build tissue or regulate body processes. When we analyze the chemical constituents of foods they are found to fall into six divisions, (1) carbohydrates, (2) fats, (3) proteins, (4) mineral salts, (5) vitamins and (6) water. The first three of these are called the food-stuffs and constitute the bulk of our diets, and are the only ones the body uses for fuel. They produce the energy for the body needs and are the organic, or combustible, portion of food. The last three assist in regulating the body processes but produce no energy.

The *carbohydrates* are found chiefly in the sugar and starchy foods; the *fats* in butter and food oils; the *proteins* in meat and eggs. The *mineral salts* are the ash which is left behind on burning, while the *vitamins* are present in small amounts in food and are essential for growth and maintenance of health. *Water* enters into the composition of food and forms an important regulating substance of the body tissues and of the blood and assists in excretion and in holding other substances in solution in the digestive juices. Cellulose is the indigestible fiber found in some foods and is not assimilated by the body but forms bulk in the intestines.

The classes of foods which contain these substances are as follows:

(1) Sugar or starchy foods, (2) fatty foods, (3) protein-rich foods and (4) fruits and vegetables.

Let us consider these classes of foods and see how the body utilizes them in maintaining health and physical fitness.

#### *Sugar and Starchy Foods*

**A**LL our carbohydrate foods contain either starches or sugars. The starchy foods are found in the seeds, tubers and roots of plants, such as wheat, potatoes and beets. The sugars are contained in foods such as honey, candy, fruits and some vegetables. Sugar furnishes us with an economical energy supply and it is burned in the body faster than any other form of food. Dr. Richards advises plenty of sugar for active athletes. With the Harvard athletes he has gone so far as to feed them hard candy before games.<sup>1</sup> He believes the athletes feel less exhausted after putting in a large amount of sugar just before it is required as fuel. These foods furnish us an economical energy supply, but there are certain physiological disadvantages of sugar and starchy supplies which should be recognized. Sugar has an irritating effect on the mucous lining of the alimentary tract and may ferment and cause gas. The sweet taste affects the appetite for other foods and many cases of lack of appetite and indigestion are caused by eating sweets at or between meals. Bogert suggests the following:

#### **RULES AS TO WHEN AND HOW TO EAT SUGAR**

1. Keep the total amount of sugar in the diet low, and do not take much of it in concentrated forms, such as candy.

2. Limit candy and other concentrated sweets to a small amount taken at the end of a meal. Hard candies, sweet chocolate, nuts and dried fruits are the best confections.

3. Take most of the sugar intake in more dilute forms, such as fresh fruits, and as sweetening in beverages and bland foods, such as cereals, cake and pudding. Reserve sweets for the end of the meal (desserts) as much as possible.

4. Avoid sweets between meals, but if candy is taken on an empty stomach, drink at least one glass of water as soon as possible.

#### **RULES ABOUT EATING STARCHY FOODS**

1. Try not to eat more than two foods rich in starch at any one meal. In general, it is better to eat more potatoes and less bread.

2. Avoid eating bread, hot bread or cake which is so fresh or insufficiently baked that the interior makes a sticky,

<sup>1</sup> Richards, T. K., *Prevention and Care of Athletic Injuries*. Wingate Memorial Lectures, 1930-31.

NOTE: The material for this article has been abstracted, unless otherwise indicated, from Jean Bogert's book *Nutrition and Physical Fitness*. W. B. Saunders Company, 1932.

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doughy mass when chewed, as such a mass in hard to digest.

3. Avoid eating starchy foods which have been fried in such a way as to be soggy in texture and permeated with fat, since such foods are hard to digest. Doughnuts, pancakes and fried potatoes will come under this ban unless skillfully cooked.

4. Eat at least some of the whole grain foods like graham bread, oatmeal and other whole grain breakfast foods, in order to avoid a diet with too little fiber or residue.

5. Accompany starchy foods in the menu with milk, fruit or vegetables as much as possible.

## Fatty Foods

THE fats are the main storage material of animals and therefore are found chiefly in foods of animal origin. A few plants have a fatty constituent from which we derive olive oil, cotton seed oil, coconut oil, and the like. Most nuts are rich in fat, but practically no fruits have any great amount of fat. The body is unable to store any great amount of carbohydrate or protein as a source of energy, but fat may be accumulated around the body. Though fat does not perform any function in the normal metabolism, it does act as a source of fuel in an emergency.

Let us consider the advantages and disadvantages of fat in the diet as stated by Bogert:

1. Fat is useful as a concentrated form of fuel, as it has two and a half times the fuel value of either carbohydrates or protein in equal weights: one ounce of fat is equivalent to two and a half pounds of cabbage.

2. Large amounts of fat slow down the emptying time of the stomach and interfere with the digestion of other foods which may cause digestive disturbances.

3. Fats are lacking in mineral salts, fiber and vitamins.

4. If fats are to be included in the diet, they should be used in the easily digested forms as found in milk, butter, egg yolk, salad oil, nuts, bacon and ice cream. It is much better to use fats in seasoning vegetables, salads and sauces than in the pure forms.

## Protein Foods

THE chief function of the protein foods is to supply tissue building material. "They are essential constituents in the nucleus and protoplasm of every cell, and hence are necessary for building new tissue and repairing the tissue 'wear and tear' occasioned by the life processes." (Bogert.) Protein food is essential to life, yet the body is provided with no means of storing any surplus. In order to provide for the body needs, nature has placed this substance in all living tissue and that which has lived, and there are smaller amounts in almost all of the other foods

we eat. It is only in the white of an egg that we are able to visualize what an unmixed food protein is like. The proteins are very complex substances, due principally to different amino acids linkages. Bogert states that there are eighteen amino acids, which are the *building stones* from which proteins are made, and which are capable of forming 350 million times a million combinations if each one of them is used only once.

Our best protein-rich foods are *milk* and *eggs*. Cow's milk has twice as much protein and four times as much calcium salts as human milk because the calf grows more rapidly than the baby and thus needs more protein in its food. Milk is easily and completely digested, a source of vitamins A and B, and is unexcelled as a protein-bearing food. Eggs are likewise easily digested, a valuable source of food protein, a good fuel food and rich in iron.

*Flesh proteins*, such as found in meats, poultry and fish, are all essentially the same.

It is a common opinion among trainers that meat is essential to form good blood and give strength and courage, but there is no scientific basis for this belief. There are no special protein properties in meat which make it indispensable other than that it is appetizing and gives variety to our diet.

*Vegetable proteins* are found in legumes and nuts. The kind and amount of protein they contain compare favorably with that found in meat. It is possible to be a vegetarian and maintain a balanced menu, but it would require a very careful selection of the foods eaten. The majority of vegetables are low in proteins and deficient in many mineral salts and vitamins. The deficiencies can be supplied by eating leafy vegetables, but the stomach and intestines of men are not adapted to such a large amount of bulk.

The dietary rules for protein-rich food suggested by Bogert are:

1. Slow cooking at lower temperatures should be observed in preparing protein-rich foods.

2. An intimate mixture of concentrated protein and fat is about the most difficult job the alimentary tract is ever asked to attempt. Protein-rich foods should never be cooked by frying. "The fried beefsteak is one of the culinary atrocities of America."

3. Use proteins in moderate amounts. A medium-sized serving of *one* protein-rich food (not including milk) in each meal would provide enough protein, along with that contained in smaller quantities in other foods.

4. Use both animal and vegetable foods in the diet and get your protein supply from as wide a variety of sources as possible.

5. Take large amounts of milk and dairy products.

(To be concluded in October)

# **College basketball coaches praise PRACTICAL BASKETBALL**

***the newest book on basketball, written by***

**WARD L. (Piggie) LAMBERT**

*Head Basketball Coach, Purdue University*

## **From a Tennessee College Coach**

Mr. Lambert's book, *Practical Basketball*, is certainly a fine contribution to the game, and I feel that any coach, regardless of his coaching experience, can receive from it valuable assistance in his own coaching. He has presented in a clear style the essential facts of coaching. His drills for teaching fundamentals approach game conditions more nearly than any drills I have ever seen used. Use of these drills in practice will certainly make practice more interesting and more instructive to a squad.

The book has been published in a most attractive manner. The type is clear and easily read; space has not been spared. The pictures demonstrating form in the different fundamentals are exceptionally good pictures. The diagrams of fundamental drills, offensive plays and defensive systems are so clear that anyone can understand them just about as clearly as if an instructor was standing before a blackboard and explaining them. It is a fine book and it has my heartiest endorsement.

## **From an Arkansas College Coach**

I think *Practical Basketball* by Ward Lambert is a very fine book. The material is splendidly laid out and does not have a great amount of the book given over to history of basketball and conditioning of athletes which, in my opinion, makes the book much more desirable. So many of the basketball books repeat the history and conditioning until a new book seems nothing more than a facsimile of the others.

I believe *Practical Basketball* is a book that would help any coach, whether he be young or old in experience.

You will agree with the college coaches whose opinions are expressed above. Study this newest book on basketball carefully. It will give you new ideas and inspiration for the approaching season. [Build yourself before you build your team.

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## **From an Indiana College Coach**

*Practical Basketball* is very clear from a coach's standpoint. The many excellent photographs are almost enough of an explanation in themselves. Everyone in basketball knows well that Coach Lambert is one of the best coaches of fundamentals in the game. His analysis of the Purdue fast-break is very clear and easily understood.

The book arrived too late for use in our basketball theory course as a textbook, but we were able to use it for the latter part of the semester. The students thought that it was especially clear and easy to read. I believe that it is the best book on the market for theory classes and intend to adopt it for my course here.

## **From a Pennsylvania College Coach**

I think *Practical Basketball* is one of the two best basketball books on the market.

Lambert certainly covers all phases of the game in his book and it should be a big help to coaches and players. It is very well written.

## **From a South Dakota College Coach**

*Practical Basketball* by Ward Lambert is a very excellent book. I consider it the best of the many books on basketball that I have because of its excellent illustrations, because of the splendid manner in which the book is outlined and because of the volume of detailed information which it contains.

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# Questions That Coaches Ask Concerning Basketball

By A. A. Schabinger

Director of Athletics and Head Basketball Coach, Creighton University

WITH the football season still around the corner, it may be that suggestions regarding basketball coaching are a little premature. However, at coaching schools in which it has been my opportunity to serve as an instructor, there are two questions which are regularly asked. The first comes from coaches in high schools who must coach both football and basketball. Their question is what to do with boys who do not play football but play basketball. The second question comes from coaches who have no football teams in their high school but who have a long basketball season.

In answering the first question it may be helpful to suggest that those boys who do not play football be called together and a picture of the game of basketball be presented to them along the following lines: The game of basketball is composed of certain fundamentals, each of which is an integral part of the game, each of which is an ingredient, or the lowest component of the complex game; all of which when perfected, make a star basketball player. With this in mind, the coach requests the player to develop fundamental play regarding individual offense and individual defense; to perfect the pivot, the dribble, the pass; to learn how to catch the ball, how to tip the ball, how to side-step; to make a study of distance in space; and above all to make a constant study of the art of shooting baskets.

Perfection of the pivot may be acquired with or without the ball. Have the beginner stand on a line and make a half turn backwards, pivoting on the ball of the right foot, then on the ball of the left foot. After being able to make this turn successfully and to maintain a perfect balance, the player should then pivot with the ball in his possession, leaning well over to prevent an opponent from being able to touch the ball, let alone gain a held ball or, worse still, gain possession of the ball.

The dribble presents its various problems. Some players have trouble in the height of their dribble, others have a common fault of dribbling too fast, and still others of making the dribble too long. Only by a study of the proper timing in the dribble can an individual perfect this spectacular fundamental of basketball. It is almost necessary for the coach to guide a player in this by observing him in actual practice.

A study of passing the ball is essential. Most of the time the passer is responsible for the basket and not the shooter. While of course the shooter must be accurate, in a close game the man in a position to shoot will not get his shot if the ball is not properly passed to him. Constant practice on the hook pass, chest pass, floor pass (study English), underhand pass, etc., will stand the player in good stead in a game.

To emphasize catching the ball may seem unnecessary, but again no progress can be made in team play without the elimination of fumbles. Proper habits of catching are acquired only by development of a tactile sense that becomes almost a sixth sense in the matter of handling the

---

**MR. SCHABINGER** is not only a successful basketball coach whose teams year after year rank at the top or near the top in his conference standing, but he further is one of the leading college athletic administrators of this country. He has held various positions of influence at different times, having been a member of the Basketball Rules Committee, President of the National Association of Basketball Coaches, and prominent in N. C. A. A. affairs. Each year he is called upon to serve as an instructor in summer coaching schools. The article that he has written for *THE ATHLETIC JOURNAL* was based largely upon questions which were most frequently asked him by college and high school coaches in such schools.

---

ball. Remember that basketball is primarily a passing game.

Tipping the ball is a fundamental very seldom practiced except by the men expecting to play center. It is a mistake not to have every man on the team capable of handling the ball by means of a tap rather than having first to catch the ball and then pass it. Many times during a game, players are able to tap the ball and hasten team play enough to allow the receiver an opportunity to score. In catching the ball and again passing it the player allows a guard time either to intercept the pass or at least to prevent a shot. Proficiency in tipping the ball is a valuable asset to any team.

Side-stepping is merely a front pivot and is the easiest fundamental to master. It is invaluable at the start of a hook pass.

Judgment of distance in space is the hardest art to master in any game, partic-

ularly in basketball. With the game made up of definite fundamentals which cannot be correlated without a distinct development of a sense of distance in space, it behooves the individual player to study this part of the game which is so intangible. While studying distance in space in basketball, it is well to call to the attention of the player that all passes cannot be the same length, that the distance the ball must travel from the player to the goal is not always the same, that no coach can teach his player before the game that the opponents will be in any particular location on the floor; therefore he must acquire the ability to adjust himself immediately to any condition that may arise at any time during the game.

While it is necessary to have complete mastery of all fundamentals of basketball, the most important is goal throwing. There are many methods suggested for practice in this. It is my suggestion that this practice be divided into three separate parts, each part to be spent on a distinct shot: first, close-in shots, or what are sometimes called "set-ups"; second, intermediate shots; and third, long shots. In my opinion, short set-up shots should first be attempted with both hands, the player going as high as possible with the body so that the distance in space that the ball is out of control of the player is reduced to a minimum. From the side, it is advisable to use the backboard. From in front, the ball should be laid over the edge of the basket so that in case it carries too far and is true, the rebound from the backboard would still insure making the basket. This shot should first be practiced with accuracy in mind, even at a sacrifice of speed. After accuracy has been obtained, a player should strive to combine accuracy and speed.

Next come the intermediate shots. For the most part the player should attempt to throw for the ring. In some cases, certain players prefer to use the backboard on shots from approximately a 45 degree angle. I find no objection to either method, except when a player must perform on courts where all backboards are not alike. Where the backboards do not have the same rigidity, those players using the backboards will find it necessary to adjust their shots in accordance with the difference in boards, hence missing a number of shots which would otherwise be sure baskets.



Last comes the development of accuracy in long shots for the goal. This is absolutely an essential part of an individual offense. While it may not be necessary to use the long shot as often in the game as other shots, still accuracy in shooting for the basket from a distance is a very convenient asset with the score of a game even or approximately so and the opponent's defense working nearly perfectly. It is especially valuable toward the close of a game with the opponents a point or so ahead and one basket needed to tie or win the game. After complete mastery of goal throwing with both hands is acquired, it is well then to have the individual players attempt their shots both close in and from an intermediate distance with one hand. Particularly is this true with the man or men designated to play the post position. Whether this shot be made by putting English on the ball or by throwing a dead ball depends entirely upon the individual player, and coaches oftentimes make a mistake by the insistence on the use or the disuse of English on the ball in one-handed shots.

The above constitutes for the most part the various studies of the individual fundamentals necessary to make a star offensive basketball player. It is necessary also for this player to practice individual defense. In practicing individual defense a player should learn to keep his balance at all times, never allowing an offensive opponent to catch him off balance. This habit of maintaining balance may be acquired by having an imaginary offensive opponent feinting either to the right or the left, with the defensive man shifting the weight of his body from one foot to the other, always maintaining his equilibrium, which will allow him to start in any direction.

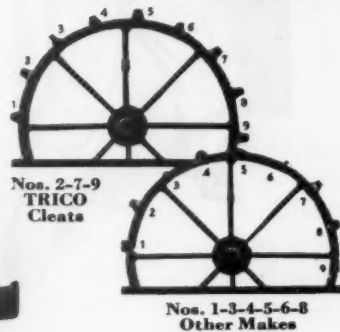
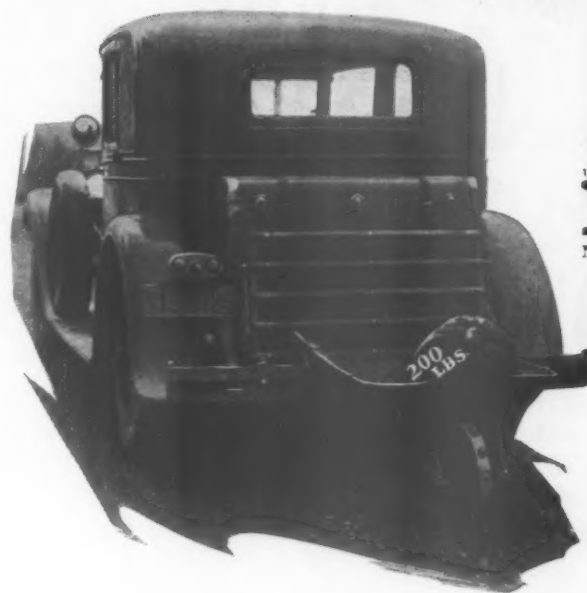
The above suggestions may be timely at this time for the benefit of those coaches who find it necessary to coach both football and basketball.

In answering the second question, which concerns coaches who do not have to coach football, may I suggest that inasmuch as their basketball season runs from early fall to late spring they, too, spend considerable time with their boys in the development of their individual offense and individual defense. Following this, they will start to cement their players together in team play. This of course involves the various methods of offense, tip-off plays starting at center. They will then take up plays designed to score against a set defense and will stress the individual initiative of each player in following in his shots. Then on defense, they will develop whatever type of defense which in their opinion would be best for their particular men, whether it be man-to-man, zone, or what not, until they have perfected the best types of offense and defense for their teams for the coming season.

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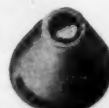
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## Kicks from Scrimmage

(Continued from page 15)

is a touchdown. If recovered by the receiving team, it is a touchback. Again, after touching or fumbling, did the member of the receiving team add any impetus by batting or kicking the loose ball? Penalty: loss of ball, unless in endeavoring to recover the ball it accidentally strikes his foot, when no penalty is invoked, the play continuing to completion.

Was the ball caught and run back? Where is the ball dead? If fumbled, whose ball and where? Any foul after the catch such as crawling? Five yards and ensuing down is first with ten yards to gain. Any piling on or unnecessary roughness? Penalty: fifteen yards. Was the ball run out of bounds? Where? Did the kicked ball hit the goal posts or cross bar? Penalty: touchback, unless the kick had been a place or drop kick and eventually went between the uprights and above the crossbar, thus scoring a goal. In case of a place or drop kick which is partially blocked, the ball eventually going over the bar, which team partially blocked the ball? If the defending team did it, the goal still counts. If the kicking team did the partial blocking, or if the ball touches the ground after leaving the kicker's foot, there is no goal. It is a touchback.

In the event of a short run-back, control and possession of the ball having been established and a fumble occurs, what happened? If the ball eventually went out of bounds, what player or team last touched it? We must know the answer to all these possibilities. That's why some of us old timers love officiating.

## Principal Changes in the Football Rules

(Continued from page 9)

player to another who fails to touch the ball. The rules have always been so interpreted, but the wording was not so definitive as it should have been.

There will doubtless be some attempt to take advantage of the changed wording in Section 3 by having the centre lay the ball on the ground immediately behind his rear foot and then have the guard pick it up and run with it. This, of course, would be an illegal snap as the ball must be snapped "with one *quick* and continuous motion of the hand or hands the ball actually leaving the hands on this motion." A ball snapped legally and untouched by any other player would travel several yards and with its peculiar shape might bounce in any direction. Therefore, to execute such a play legally seems well-nigh impossible.

Under Rule 9, Section 2, "Touchdown," the second paragraph relating to fouls be-

hind the goal line which prevent possible touchdowns is entirely eliminated. The penalty for such a foul is now, in every case, a safety. It was practically impossible for an official to decide justly between fouls which gave touchdowns and those which gave safeties, and it is a distinct improvement to put all such fouls into the same category.

Under Rule 10, Section 1, Article 4, there is a new Supplemental Note reading: "If a free ball is kicked or kicked at it is to be treated as a fumble unless a penalty for intentional kicking is called and accepted." Thus, if a back fumbles and accidentally kicks the rolling ball in his attempt to pick it up, it is treated as a fumble, with any of his team privileged to recover, rather than a kicked ball which none of his team may legally touch, until it is touched by an opponent. This is not only fairer but is simpler for the players and officials. It settles a much-discussed question.

Another moot question was whether, if a kick develops from a running play, the kicker still being behind his scrimmage line, said kicker is entitled to the protection ordinarily given under Rule 10, Section 2, Article 2. This is settled by a Supplemental Note stating that on such a play the kicker "is accorded only the same protection given any player."

The Football Rules Committee hopes that the changes in the 1933 Rules will make them more readily understandable, but it has no false illusions about being able really to simplify them. This can be done only by simplifying the game. As long as the present game keeps its great popularity, players, coaches and officials must face the necessity of studying a complex code. However, if they seek the spirit, rather than the letter of the law, and abide by it, we will at least avoid the added complexity which has been and is being caused by tricky evasions and technical interpretations of the Rules. These more than anything else cause the yearly changes in the code.

KEN SHOYER is the new head coach at Armstrong State College, Alderson, West Virginia.

EDWIN H. MCBURNEY of Spring Valley, New York, High School lost twelve of his seventeen lettermen by graduation last year. In spite of this loss, he expects to have a good football team this fall. His team won the championship of Rockland County last year. Coach McBurney is planning to increase attendance at football games through assembly programs in which rules of the game will be explained. He believes that familiarity with the game increases the enthusiasm of high school students, which, in turn, increases attendance.

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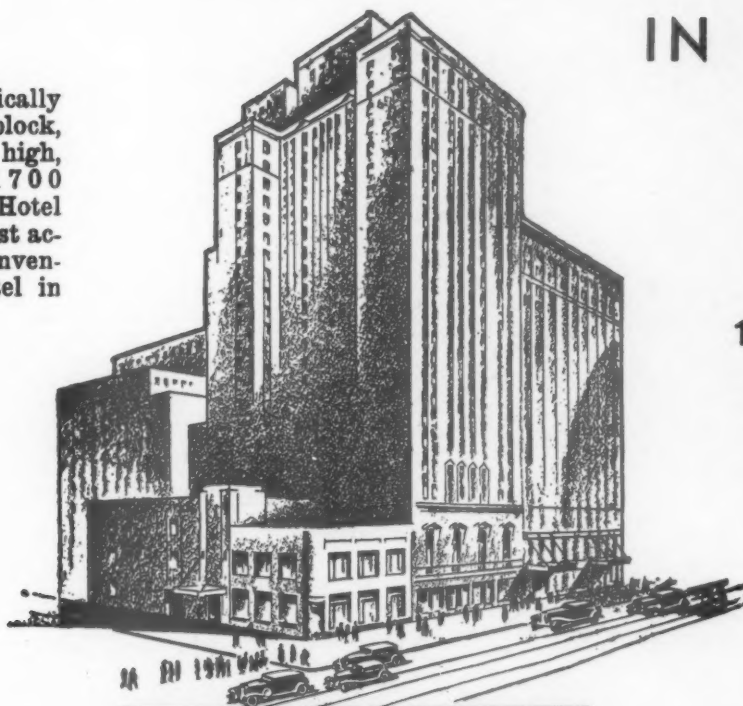
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